

# The History Teacher's Magazine

Volume VIII.  
Number 3.

PHILADELPHIA, MARCH, 1917.

\$2.00 a year.  
20 cents a copy.

## A Visit to Babylon

BY PROFESSOR A. T. OLMSTEAD, UNIVERSITY OF MISSOURI.

Let us imagine ourselves visitors to Babylon, perchance Greek mercenaries come to offer our services to Nebuchadnezzar. We have left behind us the rolling prairie and have come down into the flat mud plains. At last, there appears on the horizon a long wavering line of palms, marking the course of the Euphrates. Then we behold, rising against the sky, a long low ridge which we identify as the circuit wall of the city. Leaving to our right the huge fortress at the northern projection of the walls, we come closer and observe that the circuit wall really consists of two, with towers bristling across each and with a space between so wide that four-horsed chariots may drive along the top and thus troops may be rushed with the greatest ease from one spot to another along the whole circuit of eleven or twelve miles. In front lies a deep fosse filled with water, while the outer face is of the very best quality of burnt brick. We come to a broad gateway and pass through its double doors of cedar wood overlaid with copper. Amusement seizes us when we realize how massive the wall is, ninety feet in all, but our wonder is a little lessened when we note that the inner wall is but mud brick and when we are told that this alone was the circuit wall before the days of Nebuchadnezzar. Passing through gardens and villas, now being crowded out by the new houses, the rapidly increasing population demands, we reach the inner city wall, again double, but this time with both frankly of mud brick. Our guide informs us that here we have the age famous walls of the old city, called respectively *Imgur Bel*, "*Bel has been gracious*," and *Nimitti Bel*, "*My foundation is Bel*."

We cross a canal and enter the main residential portion of the city. The streets do not wind, as we are accustomed to see them at home, but run straight ahead, forming square blocks of houses. Some of the streets are paved and our guide remarks with pride that some are also drained. After the blazing heat of the open country, the narrow streets of houses crowded closely together furnish a welcome shade. We would gladly see some bazaars from which we might buy and the dull monotony of the dead walls does not even furnish a window. There is one break, a curious vertical stepping back in a constantly receding line on the mud brick fronts of many of the houses. Our guide tells us that this is due to the fact that the squares are not quite square after all, that the houses set due north while the streets run somewhat to the south of west. Fortunately, we are not to be kept in a vermin-haunted inn, we are to reside

in the house of a merchant not far from the line of the great procession street. We enter the vestibule, avoiding the entrance to the right, which leads to the more private apartments, and pass through the porter's lodge to wait in the next until the master of the house has been informed of our arrival. After some delay, due to the fact that he is taking his afternoon siesta, we are led across a good sized court with the servants' rooms to one side, and enter a large room, almost fifty feet long, which is shut off from the noise of the street by rooms on all sides and is cut off from even the heat of the courtyard, leaving but a small opening. With its cool looking walls, washed with white gypsum mortar, it is indeed a most comfortable place. Our duty done, we bathe, eat, and climb the wooden stairway to sleep on the flat roof.

The next morning we arise early, to visit the sights in the cool of the day. First we are taken to *Emah*, the temple of the goddess, *Nin mah*. It is our first Babylonian place of worship, and we examine it with interest. It is built entirely of crude brick, for the ever religious Babylonians do not dare neglect the unwritten law which says that no new fangled processes must be used. The temple is therefore merely a great block with few ornaments. Here and there the dead walls, covered with white plaster, are broken by vertical groovings and towers with stepped battlements project on either side of the gate. Passing the altar of crude brick at the entrance, and the double leaves shod with bronze and set in stone sockets, we note how the door was shut on the inside with a huge beam. In the court, we see the cult well, metal vases set in depressions in the pavement, caskets for offerings each side of the door. Here we take our stand and gaze through the room to a second where, on a low pedestal set in a shallow niche, is the statue of *Nin mah*, over life size, standing with her hands folded below her breast, her only adornment her necklaces, her anklets, and her well dressed hair, while her full face indicates the beauty which the oriental demands. Under the pedestal, so we are told, is a casket with the image of *Papsukal*, the messenger of the gods, a gold staff in his tiny hands. As we gaze about, the walls are in general white, but behind the statue and over the entrances we find squares of black asphalt with white borders, standing out with barbaric distinctness in the gloom.

To the west of the temple, we come upon the procession street, named *Aibur shabu*, along which *Marduk* is wont to go in procession on New Year's Day. It is a broad pathway of large white limestone flags,

bordered on the sides by other slabs of red breccia veined with white, and chariots are not normally permitted to traverse it. On either side are high walls which make the approach a death trap for the enemy who would dare approach by this means. No windows look out from these walls, but instead we see huge white lions with yellow manes or yellow lions with red hair, all on a blue ground and resting on rosettes. The whole is formed of enamelled bricks of the finest technique and makes an almost uncanny impression of life. Looking south along the street, our view is blocked by Ishtar sakipat tebisha, the Ishtar Gate, located at the point where the street enters the old city through the walls Imgur Bel and Nimitti Bel. As the gate is now within the second line of defense, it can be more adequately decorated. The gate is flanked by two huge brick towers, crowned by triangular stepped battlements in blue enamel, which surmount small circular loopholes through which the archers may shoot. On the walls are more enamelled figures, huge bulls and great dragons, with scaly coats and hairy manes, forked tongues and viper's horns, sting in tail, their fore legs feline, their hind ones those of a bird of prey. Under our feet, our guide whispers, are still more dragons and bulls, set into the walls as guardian spirits of the place. We gaze upon the cedar doors covered with copper and the bronze thresholds and hinges, but we are not permitted to pass through the fourfold gate and look upon the carved cedar ceiling. This is open only when the king rides forth in state and we must pass through a smaller side entrance. We are not surprised that the king boasts that he made these same town gateways to be "glorious for the amazement of all peoples."

Beyond the Ishtar gate, the procession street brings us to the Lady gate on our right, the entrance to the southern palace of Nebuchadnezzar. As we have been given special permission, we enter the Al bit shar Babili, or "City of the house of the king of Babylon," from which so many of the business documents issue. We pass the guard rooms on either side and enter the great court. To north and to south lie the private apartments of the higher officials, each grouped around a central court, and those of the more important on the south where they never suffer from the direct rays of this terrible sun. Also, we are shown some of the alabaster manufactured here, almost as beautiful as those we make at home. In the walls of the court yard are set inscriptions which tell how mighty cedars have been brought from the mountain of Lebanon, the splendid forest, for the ceilings, how the palace foundations have been grounded firm on the breast of the underworld and raised mountain high by asphalt and brick, and they beg the god Marduk to grant forever that the posterity of Nebuchadnezzar should rule the black headed folk.

The floor of the courts is sprinkled with water, whose evaporation cools the air appreciably. Still more lions appear at the various gateways. Then we are taken to the underground storerooms for grain and other palace supplies, long narrow rooms with

vaulted roofs, something we have never seen attempted before. In the next court, we see on the south side a large reception room, which, we are told, is a part of the private quarters of the vizier or prime minister, and has direct connection with the palace. The third court is the most interesting. On the north are open archways, permitting the rooms to be cool after dusk. On the south is the throne room of Nebuchadnezzar himself, a huge space of some fifty-five by a hundred and seventy feet in size. Three huge doors lead into it and opposite the central one is a recess and platform whereon the king sits when he gives audience. The guards do not permit us to enter and we must content ourselves with looking at the ornamentation of the court facade, consisting of enamelled tiles with dark blue ground. On this we see strangely familiar columns, yellow drums with white border, double volutes in light blue, rosettes of white and yellow, connected by lines of half open buds, the whole making us suspect that the royal architect was attempting to imitate a columnar architecture something akin to what we saw in northwest Asia Minor. Above and enclosed by a border of yellow, white and black squares, is a long row of double palmettos. Our way farther west into the old palace of Nabopolassar is barred as it is now used for the harem. But we have seen enough to justify the great king in declaring that he "built the palace as the seat of my kingdom, the bond of the vast assemblage of all time, the dwelling place of joy and gladness, the royal command, the lordly injunction I caused to go forth from it"

We have but a short time to visit the northern citadel, with its similar arrangement of rooms and courts. Here we note especially the pavements of white and mottled sandstone, of limestone, and of black basalt. At the entrances are huge basalt lions of the Assyrian type and we observe particularly one unfinished group, one of these enormous animals treading upon a prostrate man. Around the walls are reliefs whose various elements are of blue paste and are detachable. On these walls are also ranged various stelae which have been carried off as booty, a Hittite inscription such as we found them still erecting in Asia Minor, another from the Euphrates region, said to tell of the introduction of bee culture, still another in much simpler cuneiform characters written by an early king of Assyria. We are told stories of how frequently the royal architect changed his mind and how much labor was wasted as a result. Then we snatch a look at the great quay walls along the river and at the ships from the Persian gulf, at the kalaks or rafts built upon inflated skins from the north, at the round tubs of rushes bound together by bitumen, which ferry men across the stream. In the midst of the Euphrates is an island, its space fully occupied by another great fortification. North of the palace are still more impressive walls and a great canal, forty feet wide, which sweeps around the fortifications, its entrance closed against the enemy by huge stone gratings, and supplying water to the palace by means of the numerous well shafts.

We turn back to the procession street and follow it down the slope to the south, over a canal which branches into a broad basin to our right. Beyond this, to the west, lie the slums, while to the east is the residential quarter of the merchants, clustering around the shrine of Ishtar, goddess of Agade. Soon we begin to see on our right the long wall, studded with gateways and towers, which forms the outer enclosure of Etemenanki, "the house of the foundation of heaven and earth," the great temple tower of Babylon. In the midst of this side wall is a deep recess into which a section of our pavement enters and we follow to the brazen doored entrance to the sacred enclosure. Much of the enclosed space is given up to store houses, to little cells along the walls for the lodging of pilgrims, or to the houses, little less than palaces, where live the priests and their assistants. The one point of supreme interest is, of course, the great temple tower, a high square structure faced with brick, and consisting of eight stories, each smaller than the one below. Towers break the monotony of its sides and on the south, in the center and at the corners, are stairways, protected by stepped walls along their ascent. On the summit is a temple, covered by blue glazed brick, and containing a golden table and couch. We can understand how the Babylonians, knowing little of mountains, assert that its summit reaches to heaven or even rivals it.

Before crossing the street to visit Esagila, the temple of which Etemenanki is the tower, we follow the procession street around the corner of the enclosure and then through the Urash gate to the bridge across the Euphrates, which Nabopolassar erected, a structure some four hundred feet long, resting on seven stone piers of boat form and with their prows pointing up stream. On the other side of the river, the procession street runs on to where in the distance we see the high temple tower of Ezida, Nabu's home in Borsippa. Our guide informs us that there is nothing new to be seen there and we return to Esagila, the "lofty house." For the most famous shrine of our time, the external appearance is distinctly disappointing, another of those square blocks of mud brick and with little adornment, some two hundred and fifty feet long; but the interior compensates. At the entrance is a crude brick altar on which sacrifices are regularly offered while a smaller one of gold is used only for sucklings. We enter the court yard and see on the west, behind a facade marked by mighty towers, the cella of the god Marduk himself, the very center of the empire's religious life. The cedar with which it is covered is almost hidden by the masses of gold and precious stones, drawing attention even from the golden cult statue of the god, of more than mortal size, seated with his right hand on his knee, his long beard sweeping down upon his flounced garment. Before him stands a table, and this, together with the throne and footstool, is of solid gold, the whole weighing no less than eight hundred talents. Here at least is no disappointment. In the next cella is Marduk's consort, Zarpanit, and on the north side that of Ea, the god of the deep. Behind are two chambers,

used for incubation, where the god appears to patients in a dream. Ea sits on a wooden throne, richly carved with figures, such as a fish, a dragon, or a man holding a water vase. Unusual in this temple is the symmetry they have here secured. Again we listen to our guide translating one of the royal records: "I brought before Marduk all conceivable valuables, great superabundance, the product of the mountains, the wealth of the sea, a heavy burden, a sumptuous gift, a gigantic abundance. Ekua, the chamber of Marduk, lord of the gods, I made a gleam like the sun. Its walls I clothed with solid gold instead of clay or chalk, with lapis lazuli and alabaster the temple area. Kahilisir or the door of state, as also the Ezida gate of Esagila, I made bright as the sun."

By this time, we are thoroughly fatigued with our sightseeing and ready for food and rest, but our guide insists that we must still see Epatutilla, the "house of the scepter of life," dedicated to the dread god Ninib. So we visit its triple cella, and see the three deities, Ninib himself, in a hat, and with a vase, from which pours water grasped firmly in both hands, his wife Gula, a nude figure with her arms at her side, and the ape. This last interests us very much, as we have never before seen the like, and we buy one of the little clay figures which represents the animal in a crouching position. Then, too weary even to laugh at the strange figure he makes, we return to our house and to repose.<sup>1</sup>

### American Political Science Review

The February number of the "American Political Science Review" contains the following papers, several of which were read before the Cincinnati meetings of the American Political Science Association: "The Scientific Spirit in Politics," by Jesse Macy; "Pan-Turanism," by T. Lathrop Stoddard; "The Control of Foreign Relations," by Denys P. Myers; "The Department of the Navy," by Robert W. Neeser; and "Obstacles to Municipal Progress," by John A. Lapp. Under "Legislative Notes and Reviews" are treated such topics as "Powers of the Lieutenant Governor," "Direct Legislation in 1916," "Constitutional Conventions," "State Budget Systems," "Economy and Efficiency," and "Absent Voting." There are not only book reviews, but also "News and Notes," giving information of a personal character, of new publications, of international happenings, of municipal affairs, and of the annual meeting of the American Political Science Association. The full list of recent publications of political interest, including books, periodical articles, and government documents, is of much value to the student of political science.

<sup>1</sup> The above sketch is based primarily on the detailed sketch by the leader of the excavations, Koldewey, "The Excavations at Babylon," supplemented by King, "History of Babylon." Whatever life it possesses is due to four days during which Dr. Koldewey most delightfully entertained the writer at the German excavation house.



## Laboratory Methods of Teaching Contemporary History at Columbia University

BY PARKER THOMAS MOON, INSTRUCTOR IN HISTORY IN COLUMBIA UNIVERSITY.

It is no longer necessary to apologize for teaching current topics in history, economics, and civics. Fully cognizant of the difficulties and hazards of the enterprise, the teachers of these three "social sciences" have nevertheless attacked the problem with all the enthusiasm of a confident assurance that the scientific study of our yesterdays and of our to-days is not only justifiable, but supremely necessary and vital, whether it be in the class-room of the secondary school or in the lecture-hall of the university.

I come to you, therefore, not as the crusader to champion the cause of recent history against unbelieving enemies, but rather as the craftsman to explain in the friendly circle of his guild the methods of his work, and to ask for the helpful criticism of his fellow-workers.

**I. ORIGIN.** The use of periodicals and of newspapers as material for the historical study of current topics in the history department at Columbia has been endorsed by a long record of successful achievement. More than seven years have elapsed since the creation of what was picturesquely called the Laboratory of Contemporary History. It was an ambitious undertaking. Files of foreign newspapers were ordered; a number of foreign and domestic periodicals were put on reference; massive work-tables and multitudinous pasteboard filing-boxes were installed. The students were set to work, clipping, filing, sorting, and comparing political items from the newspapers. From those assorted clippings, supplemented by information gleaned from magazines, from foreign newspapers, and from books of reference, bi-monthly reports were compiled, each covering current events in some particular country. Such a report was not merely a scissors-and-paste summary of newspaper items for two months; it was an explanation of those items in their historical setting.

Whether it was due to the inherent attractiveness of the scheme, or to the contagious enthusiasm and sincerity of the instructor,<sup>1</sup> the students in that laboratory, from the first, evinced remarkable interest. I myself had the rare good fortune to be one of those students, and I may say from personal experience that we felt a certain fascination, a real pleasure, in the concreteness and freshness of the work. It was really a laboratory. We were dealing with tangible things—newspaper clippings; we were weighing and sifting historical evidence as the chemist weighs out

his acids and tests their purity. We knew something of the joy of the scientist who after patient peering through the microscope at length discovers a new form of animal life; for were not we also scientists, in our way, observing and describing the living phenomena of history and politics?

To be sure there were critics of the innovation. Mr. Arnold Bennett, led by a traveller's curiosity to visit the laboratory in 1912, gave utterance to the cynical prophecy—"I can hardly conceive a wilder, more fearfully difficult way of trying to acquire the historical sense, than this voyaging through hot, fresh newspapers, nor one more probably destined to failure." The prophecy was false; the cynicism, unjustified. The fundamental idea of the laboratory was not destined to failure. It is still the basis of the course in contemporary history at Columbia.

**II. METHOD.** The laboratory course in contemporary history, which I have had the pleasure of conducting for the past year and a quarter, is now a full-fledged elective, counting as three hours a week, and open to students who have had a year of modern European history. One of the three hours is devoted to lectures—of which, more anon—the other two hours are spent in the laboratory, where the students actually work on their reports and confer informally with the instructor.

The central feature of the course remains, as at the inception of the laboratory, the compilation of bi-monthly reports on current events. Each student selects some country or some special topic, following the bent of his own inclination. One will write the history of British domestic politics during October and November, 1916; another will chronicle the events of two months in the Rumanian theatre of war. Each student subscribes to a good local newspaper, the "New York Times," the "Christian Science Monitor," the "New York Sun," and the "World" are among the best, and systematically cuts out and files away in large envelopes all items bearing on his topic. He is also required to take copious notes from weekly and monthly reviews, in all cases carefully noting the page, date, and title. In preparing a report on current events in England, or in France, the student must painstakingly peruse the files of some British or French newspaper, chiefly for the purpose of making a critical comparison between different accounts of the same events. And always considerable reading in standard histories is required, for the instructor is ever insisting that the study of current topics is of little worth unless constantly connected up with the events of past decades.

By actual experience I have learned that the value of this kind of work with newspapers and periodicals

<sup>1</sup> Professor Carlton J. H. Hayes was in charge of the course during its early years. An article descriptive of the laboratory was read by Professor Hayes before the American Historical Association in December, 1909, and published in the HISTORY TEACHER'S MAGAZINE for February, 1910.



is greatly enhanced if unremitting attention be given by the instructor to the following four principles:

(1) Personal supervision. The instructor should be present in the laboratory—or library, as the case may be—at specified hours each week, to make suggestions, to answer questions, and to stimulate interest.

(2) Precise directions. It is necessary to be definite—very definite—in giving directions regarding the length and the formation of the report and the manner of citing authorities in footnotes.

(3) Bibliography. A priceless opportunity will have been neglected if the student is not given some really practical training in the use of bibliography. Many a youth enters college blissfully ignorant of the existence of such a thing as the "Readers' Guide to Periodical Literature," not to speak of the "Book Review Digest." To overcome this inexperience, each student in preparing his essay is required first of all to make a list of recent encyclopedias and of year books, such as the "Annual Register," the "New International Year Book," the "Statesman's Year Book," and the "Almanach de Gotha," indicating the pages in each where information may be found regarding the particular country about which he is to write. Next, he prepares a similar list of magazine articles, with the aid of the "Readers' Guide to Periodical Literature;" the best of these articles are to be read; the others, discarded. Furthermore, he selects what he considers the ten most useful and recent histories dealing with the country under consideration; by actual practice he learns to use the critical bibliographies in such text books as Hayes "Modern Europe," and Hazen "Europe Since 1815;" he discovers the value of the bibliographies in the "Statesman's Year-Book," and in the encyclopedias; the "Times Book Review," the "Book Review Digest," and the comprehensive bibliography of the war by Lange and Berry are all pressed into service. The student is expected to dip into all ten histories, and to do enough reading in them to explain the historical background of his report. This bibliographical work is not merely perfunctory. Students not only learn how to find their way about in a reference library; they begin to regard some of the books as something more than distant acquaintances.

(4) Critical training. There is a tradition at Columbia that the soul of history is a critical spirit—the art of distinguishing, so far as is humanly possible, between the true and the false, between the important and the trivial. The student compiling his report is constantly exhorted to exercise discrimination and judgment. But the critical sense of the college student is too often lethargic. He sees no reason for citing authorities in footnotes, no purpose in comparing parallel accounts, no danger in relying upon newspaper headlines and magazine editorials. He readily sees the point, however, when he inspects my collection of mistakes and absurdities, clipped from supposedly reliable newspapers and periodicals. For example, the "New York Times" on June 28 last, gave the name of the foreign secretary of Great Britain as Earl Grey, apparently oblivious of the

fact that the former governor-general of Canada, and the Liberal minister, Sir Edward Grey, now Viscount Grey, were quite different persons. Again, on February 23, 1916, in the same reliable newspaper, the world-famous Russian foreign minister, M. Sazonoff, was absurdly labelled "Russian premier." Upon another occasion the headline-writer betrayed inexcusable ignorance of the fact that the Prussian "Landtag" is not exactly the same thing as the German "Reichstag."

The instructor may find it worth while to exhibit a few samples of fiction, culled from periodicals and newspapers. Such samples are easy to collect. Many a Mexican revolt has been concocted in a newspaper office, only to be denied a few days later; Pancho Villa, once certainly dead, now lives; the Turkish war minister, Enver Pasha, is assassinated one week and revived the next; a dire revolt in India is authoritatively announced to-day and authoritatively denied tomorrow. The "Independent," of November 22, 1915, prints a personal message from Yuan Shih-kai, assuring America that the Chinese Republic will be maintained; a little later, an official statement declares the whole message to have been "malevolent fabrication."

By citing these evidences of the unreliability of our periodicals and newspapers, have I proved that the teaching of current events must of necessity be hopelessly unscientific? Far from it! Have I not rather demonstrated that in the teaching of current events, where one deals with admittedly mendacious sources, the student will have much more frequent opportunities to display discriminating incredulity than in a course where his reading is largely confined to what he regards as a well-nigh infallible text-book? And, above all, have I not proved the supreme necessity of forewarning the newspaper-readers of the future—who will also be the citizens of the future—against the errors and inventions of an untrustworthy press?

Another method of stimulating the critical spirit is what I perhaps fantastically style the newspaper symposium—the "Periodical" symposium, if you will. Each student is referred to a certain newspaper or periodical for an account of a political event—say the Sarajevo assassination, or the sinking of the "Lusitania," or the death of Francis Joseph. Then in informal conference, with the newspapers before us, we compare the variant versions of the event. As the banqueting philosophers in Plato's symposium each expressed his views in turn, so we allow each newspaper to set forth its opinion. When Francis Joseph died, we found the Parisian daily "Le Matin," denouncing the aged emperor as a fiend "escaped from hell;" the "New York World" regarded him as one of the last specimens of the almost extinct race of divine-right monarchs; the New York "Staats-Zeitung" had only words of praise for his amiable character and of regret for his death. Even with a small number of magazines and newspapers, comparisons of this kind, amply repay the small labor of preparation. They acquaint the student with the merits as well as with the defects and the prejudices of the different periodicals and journals; they give him a

detailed knowledge of the particular event; and they train the critical faculty most effectively.

With these comparisons as concrete illustrations of the kind of critical work he is expected to perform, the student views his report in a new light; he inserts footnotes ungrudgingly; and consequently the majority of the reports are admirably critical as well as conscientious.

III. RESULTS. Respecting the practical results of the laboratory work in current topics—or as we prefer to call it, contemporary history—we have every reason for gratification. Some of the reports, to be sure, are hastily and carelessly done. The poor student we have with us always. Some of the reports betray the exuberance of immaturity; I recall, for instance, a football man who entitled his very bulky report, "Mexico, the Alpha and Omega of Chaos," and prefaced it with a Latin couplet. Glowing perorations sometimes attach themselves to otherwise soberly historical chronicles. The general level of performance, however, is remarkably high. Most of the reports show a degree of carefulness which can hardly be inspired by anything other than a genuine interest in the subject. A few of the best reports are fully on a par with many of the articles printed by standard monthly magazines; in fact, one of our students not long since had his report on Germany accepted for publication by the "Forum."

IV. SYSTEMATIC READING AND LECTURES. Thus far I have dwelt on the central feature of our laboratory work, the painstaking preparation of a report on the historical significance of recent events in some one country. In the course on contemporary history at Columbia it has been found advisable to supplement the laboratory work by required reading, in order to give each student a general knowledge of the recent history of all nations, in addition to his intimate familiarity with the affairs of one nation. About twenty pages are assigned to be read each week, so that the political institutions, the parties, and the principal political and social problems of each country may be studied and discussed in the light of recent history. For many of the countries, just the right sort of a summary will be found in such a book as Hayes "Political and Social History of Modern Europe," vol. II, or Hazen's "Europe Since 1815," or Robinson and Beard, "Outlines of European History, Part II." A few pages in the "Annual Register," the "American Year Book," or the "New International Year Book," or the brief record of political events now published annually by the "Political Science Quarterly," are occasionally required for recent events. Moreover, every student is expected to familiarize himself with the news of the week, and for this purpose some periodical like the "Independent," or the "Literary Digest" is recommended, since even a careful perusal of the daily newspapers leaves in the mind of the average student too chaotic a jumble of unsorted trifles.

It may seem that what with the compilation of a pretentious report, what with readings on the various nations, what with the study of a weekly magazine,

the student will be overwhelmed by the tremendous mass of detail. He will not see the wood for the trees. To avoid this danger, the instructor gives a series of interpretive lectures, one a week, in which he endeavors to seize upon the salient features, the fundamental principles, of present times as some historian in a future age might delineate them. One week the instructor directs the attention of the class to the potent sentiment of nationalism, which has been rudely remaking the map of Europe ever since the Congress of Vienna, and is still at work. The next week, he sketches the rough outlines of the Socialist movement of the nineteenth and twentieth centuries. Another hour, he briefly recapitulates the story of the growth of Democracy, and connects it up with current events, with the demand for franchise reform in Prussia, and in England, with Chinese Republicanism, and with American Progressivism. Or again, the lecture will trace the subtle operation of modern imperialism in the Far East.

V. EQUIPMENT. The methods of which I have now completed my description have all of them stood the test of experience. They are certainly practical at Columbia. Nor need the question of equipment stand in the way of the adoption of a laboratory course at other institutions where perchance one lacks the advantages of a large library and plentiful files of domestic and foreign newspapers and periodicals.

One may start out with only a few indispensable reference works for equipment—an up-to-date encyclopedia, a "Who's Who," a "Statesman's Year Book," and a good history of recent times. Let us add a few good wall-maps, inasmuch as constant reference to the map is necessary to correct the amazing ignorance of most college men regarding geography. With this modest equipment, the laboratory course would depend largely upon the newspapers and periodicals purchased by the students individually; clippings therefrom would be all the more carefully filed away for future reference, and the reports, although based upon limited sources, might still be critical and illuminating. If the appropriation is larger, a file of the "New York Times," with its quarterly index should be started, the weekly magazine of the London "Times" ordered through some good bookseller, and a small but usable historical library created, comprising recent histories of the United States, of Great Britain, of France, of Germany, etc., as well as books on international affairs, on Socialism; on Imperialism, and on the war.

If a princely sum is available, then the ideal equipment may be gradually acquired. In addition to the works already mentioned one should receive the "Congressional Record," and copies of all laws passed by Congress. The proceedings of the British Parliament and the "Journal Officiel," of France, are costly, but valuable. All the standard year-books, and new historical works should be added as they appear. In purchasing war-books, discrimination is preferable to prodigality. Copies of the British White Paper and of the other nations' vari-colored apologies for the war should be placed on reference;

"Nelson's History of the War" is very useful; and the London "Times" serial "History of the War" is a veritable storehouse of historical information. The "Review of Reviews," the "World's Work," the "New York Times Current History" (monthly), the "North American Review," the "Political Science Quarterly," and perhaps other American periodicals should be kept on file; among British periodicals, the "Contemporary Review," the "Nineteenth Century," the "Fortnightly," and the "Liberal Magazine" suggest themselves as invaluable; in French, "La Revue Politique et Parlementaire" is very useful indeed; German periodicals are at present not allowed to pass the blockade, and the new "Mexican Review" might be added for a roseate view of conditions in our sister republic.

As for newspapers, rather than multiplying American journals, I should have in addition to the "New York Times" (with index), the "London Times" (also with index), the great French daily, "Le Temps;" the Italian daily, "Corriere della Sera;" and the admirable Latin-American journal, "La Prensa." The Austrian "Fremdenblatt," and German papers like "Vorwaerts" or the "Frankfurter Zeitung," would of course be valuable were they available.

The laboratory method of teaching current topics and contemporary history has this advantage, that even when reduced to lowest terms it may still be immensely interesting and educative. One may simply require the students to compile a report such as I have described, on some current topic, in connection with the general course in European history. Even when thus simply conducted, the experiment will, I am confident, be richly rewarded by intensified interest in the general course. Then the instructor may gradually expand the work, adding informal conferences, or introducing lectures, or requiring regular reading.

Unless my eyes are strangely deceived, the future is full of promise for this kind of work. Our colleges are just beginning to realize—and as yet only vaguely—the possibilities of instruction in current topics and the use of periodicals, not only for history, but also for politics, for economics, and for the foreign languages. At Columbia the teachers of politics and of economics already do some work with current topics, and the German department has discovered that a practical reading knowledge of the language may be acquired by reading German newspapers and periodicals as well as by studying Goethe or Schiller. Am I unduly optimistic in believing that the day will soon come when these various departments of the college will co-operate in conducting the laboratory of the future; in which the same newspapers, magazines, and recent books will be used by the historian, by the economist, by the political theorist, and by the teacher of modern languages, each with his special interests; a laboratory in which the college man will learn to apply his theories and his knowledge of the past to the living problems of the present.

As members of the teaching guild, we must ever be mindful that the college men of to-day are the citizens of to-morrow. This may be a truism, but it is a truth we too often forget. Upon us lies the responsibility of teaching the coming generation to approach its social and political problems with a calm and critical judgment, with a helpful knowledge of the past, and with a sincere interest in the present, and thus to perpetuate and ennoble our democracy. With a humble realization of this heavy responsibility, I have ventured to lay before you the methods and results of our laboratory work at Columbia, in the confident hope that by your criticism and suggestions we may learn more worthily to fulfil our duty to the future.<sup>2</sup>

<sup>2</sup> A paper read before the History Teachers' Association of the Middle Atlantic States and Maryland, December 2, 1916.

## Changing Emphasis in European History in the High Schools of California

BY GEROLD ROBINSON, LELAND STANFORD JUNIOR UNIVERSITY, CAL.\*

Whether or not the tendency toward increasing emphasis on modern history at the expense of ancient and medieval history is a wholesome one, this tendency is certainly widespread among the high schools of California. If information obtained from eighty-three high schools forms an adequate basis for generalization, the process of uniting ancient and medieval history in a single year's course is well under way, English history as a separate subject is losing

its grip, and modern history of pronouncedly social and economic type is the new El Dorado of the text-book makers.

From the figures that follow it will be very apparent that history teaching in California has come out of that Egypt of self-satisfaction in which the Committee of Seven left it, and is seeking a new "Promised Land." It is the purpose of this paper to show how far along this new journey the high schools under consideration have proceeded, what has been the manner of their traveling, and whither, in the estimation of the teachers themselves, the road is likely to lead.

\* Mr. Robinson is an undergraduate in Leland Stanford Junior University, and his report was prepared in connection with the Teachers' Course in History.—ARLEY B. SHOW.



The facts and opinions herewith presented were gathered from eighty-three responses to a questionnaire sent to all the high schools of California having an enrollment in excess of one hundred. The principals or teachers of these schools were asked to write on the following topics:

"(1) *Courses* now offered in European history; (2) *Important changes* in European history courses in recent years, with *reasons* for such changes; (3) *Other ways* in which history teaching in your school shows tendency toward change as to *subject-matter, emphasis and proportion*, and so on." These being the topics under discussion, such subjects as civics, economics, and ancient, English and American history are touched upon only incidentally, and the discussion for the most part is confined to the European field about as treated within the limits of the standard course in medieval and modern history.

Although sixty schools report courses in medieval and modern European history conforming, at least, approximately to the standards set by the Committee of Seven, the trend of the times is undoubtedly away from, rather than towards uniformity of program. In the answers to the questionnaire thirty-five changes of program were described, and almost without exception these changes were in the nature of departure from the Committee's four-block system.

#### EMPHASIS ON THE MODERN PERIOD.

The tendency most in evidence is that toward increasing emphasis on the modern period of European history. Eighteen schools now devote more time to modern history than was possible within the limits of the blocks as defined by the committee. Of this number, sixteen give one year, and two give more than a year to the modern period. One school from the group of sixteen retains the ancient, and medieval and modern blocks, but replaces the third block with a course in "Modern Europe" open to second and third year students taking history for the first time. The remaining fifteen schools of this group cover the ancient and medieval periods in a single year. Five of them give no definite information as to the chronological limit of this first course, five begin the work in modern history with the year 1500 or thereabouts, and with the other five the break comes in the time of Louis XIV. Not all the changes incident to the establishment of these courses were described in the answers to the questionnaire, but in at least eight cases the change of program has involved the abandonment of English history as a separate course—a subject to be discussed later.

Of the two schools that give more than a year to the modern period, one has replaced ancient, medieval and modern and English history with a year of ancient and a year and a half of medieval and modern history, and the other offers, in addition to the regular ancient and medieval and modern courses, a half year's work in the "European Background of American History."

It should be added that four schools not yet con-

sidered have combined ancient and medieval history in a single year's course without expanding modern history beyond the half year formerly allotted to it.

The changes in the program of studies already actually effected are hardly more significant than those in prospect. In eight schools the decision has already been reached to adopt in the near future the two-year course in European history, in three other cases the move is being seriously considered, and still another school is about to substitute for the ancient, medieval and modern, and English blocks a *three years' course* in the history of Europe as a whole.

Even where a rearrangement of the program of studies is neither completed nor in contemplation, there is a strong tendency to shift the emphasis within the old blocks to the more modern aspects of the subjects. Statements as to emphasis and proportion vary and overlap in every possible way and any attempt to summarize the results cannot be overwhelmingly successful. However, it may be said that in twenty schools which have not yet forsaken the old blocks, there is a conscious emphasis upon the modern period; twelve answers tell of special efforts to relate the past to the present; and, at the apex of the whole movement, nineteen schools give special attention to current events. Again it must be said that any one school may appear in all three of the groups just mentioned.

A few practical suggestions are offered as to how the shifting emphasis within the old blocks may be accomplished: this, for instance, "Certain topics formerly taught in the second year have been put into the Ancient history course; such topics as Feudalism, the Crusades, the Rise of the Universities;" and again, "Beginning this year, the ancient history work will be carried to about the twelfth century, in order to allow more time for eighteenth and nineteenth century European history and also for present-day tendencies;" and lastly, in a school with a large library, "ancient history is to be completed in three quarters, and the last quarter is to be devoted to library reference work in medieval history."

In the matter of establishing relations between past and present, two teachers follow approximately the same method. To quote from one of them: "We try to select a list of topics which are vital to present-day living, *e. g.*, city government, the lot of the common people, . . . relation between capital and labor, public health, etc., etc., and we have the students take notes in their notebooks of points of interest under these topics. They start these notebooks in ancient history and carry them right through medieval and modern history and American history. This gives at all times an opportunity to make comparisons and to note the progress of man along the several lines of endeavor outlined."

Many of the teachers who are concerned with the problems of relationship also have something to say regarding the value of the study of current events and the methods of handling the material. Six schools devote one day a week throughout one year

to this work, one extends the work through two years; four use the "Literary Digest," and two "The Independent" as a text-book, and one offers a special course in current history.

Bringing together all the data obtained as to the progress of the movement for modern emphasis, we find that eighteen schools have changed their courses of study with the object of gaining time for modern history, twenty other schools have accomplished the transfer of emphasis by a redistribution of time within the standard blocks, and nineteen schools have found time for the study of current events.

Many of the teachers enlarge upon their reasons for emphasizing the modern period, but only a few of their statements can be quoted. One teacher says: "I try to retain only that matter which seems to have a bearing on the future . . . I intend this year, more than ever before, to hasten to the Europe of the last fifty years. So far as the experience and ability of my students permit, I mean to make this a modern European year"—and all this is to be accomplished within the limits of the old blocks. Another teacher writes, regarding the adoption of the two-year course in European history: "The new system gives the student more knowledge of the affairs of Europe to-day; he is able to read comprehensively in magazines and newspapers." Another says, "Our students want what seems vital and present. They do not care so much what happened a thousand years ago. The definition of scholarship seems to be changing." A single statement summarizes the ideas back of the whole movement toward the modern and the practical: to quote, "We believe that history work [in high schools] should be primarily for those who do not go to college, and that we should present those things which most intimately touch the life of a citizen . . . There is altogether too much ignorance regarding the economic and social changes now in progress, which are so closely related to the life of the voters of a democratic country."

#### IN PROTEST.

In sharp contrast with all this are several earnest protests against the modernizing tendency. The head of a large history department deplores the disposition of his teachers to place great emphasis on recent history. He says, "While the writer would welcome more time for recent modern history, he feels medieval history to be so important to an understanding of the development of our present institutions, that the relative time devoted to it should not be greatly diminished." Another teacher writes, "Students find medieval history hard enough without beginning it in the middle of the ninth year," and adds, "It is true that the medieval and modern course is too crowded: tell us some way out of it."

From another large high school comes the following: "The actual and practical results of the effort to give more attention to modern European history is to fall back upon the old and condemned plan of a weak and worthless 'general' course for the

early period of European history." Another protesting teacher wants to carry the fight into the enemy's country: he says, "Personally I am hoping to see some day the properly equipped history workshop or laboratory, with all that that would mean. If high school teachers would work consistently to that end, there would be less need for concern about whether the European history course should begin with 800, or 1500, or 1648, and more would be accomplished in the end."

#### SOCIO-ECONOMIC EMPHASIS.

Passing now from the modernizing tendency in general to consider the growth of socio-economic emphasis, we find that in eighteen institutions special stress is laid upon this aspect of history and that in many instances the establishment of new courses in sociology, economics or civics is either accomplished or under consideration. One teacher writes, "I try to emphasize especially the struggle between labor and capital, because it is along this line that our government is developing—in fact, it is here that the world-problem lies." In another large school the climax of the movement has been reached; to quote: "We now call our history department the Department of Social Sciences, because ultimately our four years' course will include two years of historical social science and two years of civics, economics and sociology . . . [Already, with the transition partially accomplished] we are attracting many new students to the department and are giving them work that is more worth while than the old courses."

In the fight for a place in the high school program, sociology, economics and civics, like modern history, find English history their weakest opponent. Six schools have substituted a half year of economics and a half year of civics for the traditional year of English history, and four of this number now give American history in the junior year and follow it in the fourth year with the new work in economics and civics. Two schools have replaced English history with a full year's course in economic and industrial history, another divides the third year evenly between English history and economics, and still another makes room for a full year of economics by allowing but half a year each to ancient history and English history. Finally one large school gains time for economic and social history by offering, as an alternative to ancient and medieval and modern history, a two years' course in the history of Europe divided as follows: early Europe, one year; modern Europe, one-half year; England, one-half year.

The defense for these changes is more often a protest against a disproportionate amount of time devoted to English history than a plea for economics or civics. Any change that relieves the pressure on United States history by removing civics to another year seems doubly welcome.

### THE CASE OF "GENERAL HISTORY."

The fear sometimes expressed that the pressure of "practical" subjects would result in a reinstatement of "general history" seems to be groundless, since only four high schools offer the subject. In one case general history has been substituted for English history "for the benefit of those students taking business courses, or preparing for engineering or scientific courses." Another school has substituted general history for ancient and medieval and modern, because "history is not worth one-fourth a student's time unless he wishes to specialize in the subject." The work in social and economic history seems in some measure to take the place of general history, and one teacher distinctly states that her course in commercial and industrial history is intended to serve as a short course in the ancient and medieval and modern fields.

### A PLACE FOR ENGLISH HISTORY.

Through all these changes English history has suffered most. In eighteen schools the separate course in this subject has been crowded out completely in favor of economics or civics or modern history or some combination of these subjects, and in one case in favor of general history.

Seven teachers volunteered information as to how they provide within the new courses for the study of English history. One instructor lays emphasis upon England's part in medieval and modern history, two others also study at length England's connection with the American colonies, and in four schools time is found to emphasize English history as a part of a two-year course in the history of Europe. At a glance all this may appear to be in harmony with the recommendations of the Committee of Five, but it must be remembered that these teachers expect to find a place for English history in a *two years'* European history course, and not in a three-year course as the committee recommended.

That English history is not everywhere on the downward road may be proved by the fact that in two schools a differentiated course in this field has recently been added to the program; one of the teachers concerned says that the addition was made "with the idea of allowing students to study the European country most important to America, more intensively than was possible in the medieval and modern course." Another schoolmaster states that the English and medieval and modern courses are now given every year instead of alternately as formerly, due to increasing demand.

### CONCLUSION.

In closing, the statement made in the beginning regarding the growth of emphasis on modern history and socio-economics may be repeated, and it may fairly be added that the ultimate goal of the movement is a program something like this:

1st year—Early European history.

2d year—Modern European history, with special attention to the background of United States history.

3d year—United States history and current events.

4th year—Economics or sociology or civics or some combination of these three subjects. The last two years to be required of all students.

Arguments for and against this program form a part of the everlasting discussion regarding the merits of the "present and practical" as distinguished from the "distant and cultural." No man living can hope to still this tempest with a word, or with a book of words. Still it may not be out of place to ask a few questions that cannot be answered without some realization of what is involved in the proposed redistribution of time. Such questions as these must be faced: Where within the last three centuries is there to be found a national culture comparable to that of Greece in its influence? What is the comparative importance to us of Roman and British imperialism, of the barbarian invasions and the Napoleonic wars? Is divine-rights-absolutism more important than feudalism? Are the Roman Church, the Holy Roman Empire, the Renaissance and the Reformation of small importance as compared with Nationalism, Democracy and the Industrial Revolution?

### American Historical Review

The leading article in the January number of the "American Historical Review" is Professor George L. Burr's "The Freedom of History," the presidential address delivered at the Cincinnati meeting of the American Historical Association. Mr. Herbert C. Bell contributes a paper upon "The West India Trade Before the American Revolution;" Mr. Victor Coffin writes upon "Censorship and Literature Under Napoleon I;" and Mr. Carl R. Fish upon "Social Relief in the Northwest During the Civil War." The original documents printed in this number consist of reports in the Senate in 1804 upon the Breckenridge Bill for the government of Louisiana. These reports, contributed by Everett S. Brown, are taken from the private journals of Senator William Plumer, of New Hampshire, two volumes of which are in the Library of Congress, and one volume in the State Library of New Hampshire. The three volumes cover the period, October, 1803, to April, 1807. The review pages show twenty-five books on American history, and only eight on all other fields of history. There are the usual interesting and valuable personal and literary notices. The annual list of doctoral dissertations in history now in progress at the chief American universities appears in this number of the "Review."



## Newark's 250th Anniversary Celebration: Its Historic Features

BY DANIEL CHAUNCEY KNOWLTON, PH.D., CENTRAL HIGH SCHOOL, NEWARK, N. J.

### CHARACTER OF THE PROGRAM.

We have become accustomed in recent years to national and State celebrations stretching over long periods of time, but there is something quite unique and out of the ordinary in a civic celebration of five months' duration. With the last day of October, 1916, the city of Newark, N. J., brought to a close the celebration of the two hundred and fiftieth anniversary of the founding of the city by Robert Treat and his little band of Puritan emigrants. From May 1, when a salvo of guns, the ringing of bells and the blowing of whistles announced the opening of the celebration until the last episode in the program was over, there was no apparent diminution of interest on the part of the citizens in these commemorative exercises. A city like Newark, with a past stretching far back to the days of the Puritan pioneer and located in a region so closely identified with our national life ought, and in point of fact does furnish an unusual amount of material of a character to stimulate local pride and patriotic interest in connection with a celebration of this character. The municipal authorities perhaps appreciated this in setting aside a period of such length for this particular celebration. The problem presented was not merely that of selecting material from the past, but of emphasizing those aspects of the city's development which would awaken civic pride and develop that community spirit so desirable in a truly great city. The problem was the more difficult of solution in view of the apparently revolutionary changes which have swept the life of the city since the days of its Puritan forebears. A modern center of industry and commerce with a cosmopolitan population drawn from all quarters of the globe does not lend itself readily to projects of this character. To properly interest the community every element in the body politic must be aroused to activity; every organ and every part must be made to function. This may explain the varied character of the program, and the apparent deviation from the purely historic which at times marked the course of the exercises. It is a far cry from the erection of a statue commemorating the landing of Robert Treat and his companions to holding games where athletes from all parts of the country strive together in friendly rivalry on field and track; it may be difficult to see just where a parade of the Ancient and Honorable Order of Elks

finds a place in such a celebration, but who can say but that this and other features of a similar character did not serve a useful purpose in emphasizing the manifold activities of the city, and in enabling its citizens to appreciate its true place in the world of to-day?

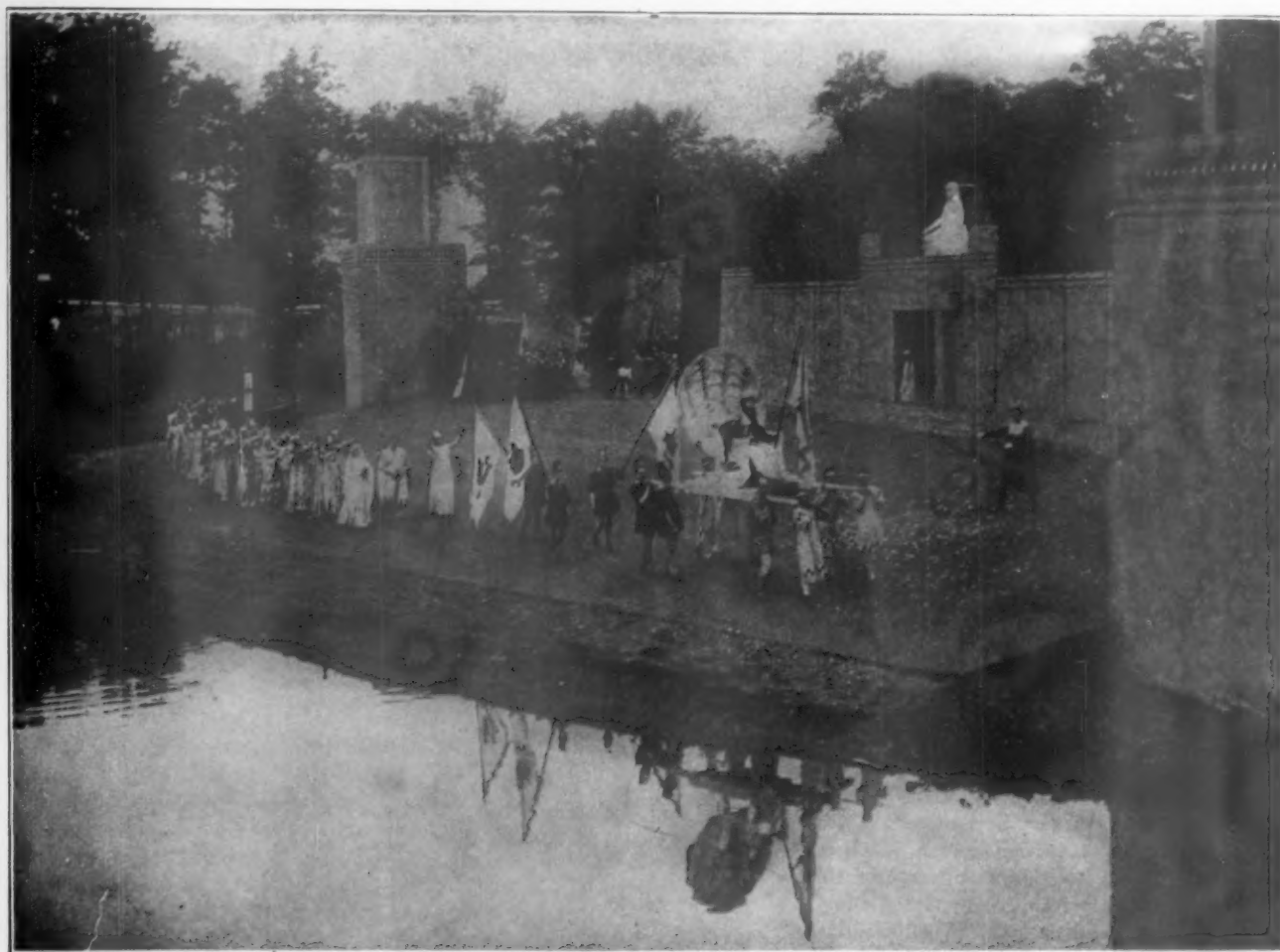


**250th ANNIVERSARY CELEBRATION  
NEWARK NEW JERSEY  
MAY - OCTOBER - 1916  
NEWARK'S \$1000 PRIZE POSTER**

Copyright, 1915, by Committee of One Hundred.

### THE GENESIS OF THE CELEBRATION.

The interest displayed by the citizen body in carrying out the elaborate program planned by their committee which was known as the Committee of One Hundred was the culmination of a series of efforts stretching over the ten years immediately preceding the celebration. It is very doubtful whether the same enthusiasm and the same spirit of co-operation would have manifested itself had it not been for this pre-



THE NEWARK MASQUE—THE SPIRIT OF NEWARK

Copyright by Underwood &amp; Underwood

paratory work. Several things may be cited as contributing to this final result, not the least of which was the educational campaign initiated by the Newark Public Library, through its efficient head, Mr. John Cotton Dana. The interest in all things pertaining to the city, which was stimulated by this institution was still further conserved when the library authorities prevailed upon Mr. Frank Urquhardt, of the "Newark Call," to prepare two pamphlets covering Newark's entire history (1904, 1906). These were written in such a way as to interest the boys and girls of the public schools. The Board of Education was now prevailed upon to introduce the study of Newark into the schools. A course was therefore arranged covering its geography, industries, history and government—a comparatively easy task in view of the previous activity of the Library in gathering material. This was put in permanent form by the school authorities in a volume entitled, "Newark Study." A course was also prepared for the high schools; this took the form of a study of municipal problems, and was based upon a series of pamphlets dealing with the police system, city cleaning, city planning, etc., etc.; in fact, the city of Newark may be counted as one

of the pioneers in this field among the great cities of the East. About this time, 1910, a city planning commission was appointed. Although it was unable to point to any considerable achievement aside from the publication of a report, it directed a more general attention to the city and its problems. The following year, 1911, the Schoolmen's Club of the city erected the first of a series of tablets commemorating the more striking episodes in Newark's history. This movement would not have aroused the interest which it did, had it not been for an arrangement which the club made with the Board of Education, by which the boys and girls in the schools were given the opportunity of contributing to a penny fund for the erection of these tablets. A special day had by this time been set apart in the schools for emphasizing the significance of Newark (1909), and "Newark Day," as it was called, was selected for the erection of the tablet and the collection of the pennies. These tablets have cost on an average \$150 apiece, and in each case the bulk of the expense has been borne by the children. As was perhaps appropriate for the first venture of this kind, they succeeded to mark the home of John Catlin, the first schoolmaster in Newark. They have

since marked the original lot which his fellow-citizens set apart for Robert Treat, and the home of Moses Combs, a revolutionary patriot, and the founder of the leather industry.

Within this same period, thanks to the generosity of Amos Van Horn, a successful business man who sought to give back to the city some of the wealth which it had helped to create, two handsome statues were erected, the one representing Washington as he was about to take leave of his army at Rocky Hill near Princeton, and the other of Lincoln, the work of Gustave Borglum, the well-known sculptor. With the work launched by the Schoolmen's Club, the city was already in a fair way to fix for all time the great episodes connected with its past.

To re-enforce these efforts, the Newark Public Library began the publication in 1912 of a monthly journal known as the "Newarker," and its staff devoted themselves heart and soul to the exploitation of the city. It may, therefore, fairly be said that the ground had been thoroughly prepared for the crowning efforts of the past year to fittingly celebrate the rounding out of two centuries and a half of civic life. Little difficulty was experienced in securing the needed funds, the citizens contributing \$250,000, \$1,000 for each year of its history, in addition to the \$1,500,000 to be spent on the memorial building. Several citizens were stimulated to do something on their own account—a spirit which was shared by many societies who vied with each other in honoring themselves and their city.

A celebration of this character arouses interest and functions primarily in connection with those incidents which center about its past. It is from them that the

community draws its deepest inspiration, and it is to them that it looks for results of an abiding character. This was realized at the very outset when the judges in the poster contest awarded the prize of \$1,000 to the now familiar poster of Robert Treat setting foot upon the shores of the Passaic at the head of his little band of pilgrims. The episode was made famous throughout the country by the issue of thousands of poster stamps.

#### THE EPHEMERAL VS. THE PERMANENT FEATURES OF THE CELEBRATION.

There were features of this celebration which were essentially ephemeral in character; there were others which will always remain to convey their lesson of patriotic endeavor, and to serve as incentives to future citizens. To the first group belong the various meetings, festivals and parades, the industrial exhibit, the school exhibit and the great pageant; to the latter, the numerous tablets, and statues and the proposed memorial building for which the city bonded itself to the amount of \$1,500,000.

The city was enriched during the course of the celebration by at least five commemorative tablets, three groups of statuary and a magnificent replica of the famous equestrian statue by Verocchio of the Condottiere Bartolommeo Colleoni.

#### THE ERECTION OF TABLETS.

On May 10 the Congregational Conference of New Jersey meeting in Newark, unveiled a tablet to the memory of the founders of the community who were of the Congregational faith. This same date witnessed the dedication of three monuments made possible by the generosity of the entire citizen body acting



Copyright by Underwood & Underwood

NEWARK PAGEANT—ROBERT TREAT ADDRESSING HIS FOLLOWERS AT THE FOUNDING OF NEWARK, 1600



through their Committee of One Hundred. One of these marks the actual landing place of Robert Treat and his followers, and stands in the neighborhood of the Park Place Terminal—the Jersey outlet of the great McAdoo tunnel system. It is a monolith showing the two founders in low relief on the southern face, gazing down at a spring of water, which bubbles up to sate the weary traveler. At the top is a scene of the landing carved in relief and extending about all four sides. The other face carried the inscription, and gives the names of the sixty-four signers of the Fundamental Agreements—the founders. The second of these marks the site of the town's market place, and commemorates the bridging of the rivers. It is in the form of an isle of safety with large electroliers, and is located near the Newark Library. On the east face a Puritan is carved in relief; on the west, and facing the mountains, is an Indian. The inscriptions run as follows:

*East Face.*

The bridging of the rivers eastward and the rude road built across the marsh was an enterprise of patriotic citizens, an epoch-making event. It awoke the industries and made the present city possible.

*West Face.*

The founders set aside the park nearby as the town's market place. Never has it been put to any use other than for the common good. To the north and westward the Indians lingered, as if reluctant to depart.

The third of these monuments, that on Branford Place, marks four interesting episodes in the city's history as the inscriptions indicate. These run as follows:

*East Face.*

The first church and training place were located just below this spot beginning at Broad Street. The founders, one by one, were laid to rest behind the church, from whence their bones were removed to Fairmount Cemetery in 1887-'89.

*South Face.*

The ground eastward at church or court house was long the rallying place for the people in times of danger and in moments of popular uprising. It was the town's centre; its citadel. There the "Town's Mind" was fixed on all great questions.

*North Face.*

In the second church building close by the original one the first commencement of Princeton College was held, in 1748, when six students were awarded diplomas. Many of those graduated while the college was in Newark were leaders in the war for American independence.

*West Face.*

The children of the first generation, when grown, soon turned their faces westward, and took up land near the mountain. Later, others settled still further west and northward, gradually occupying Essex County and beyond. Newark may truly be called "Mother of Towns."

On May 20, the pupils of the South Side High School, "feeling that their location in the southern end of the city laid upon them this pleasant duty," erected a tablet on Divident Hill, which with the Weequahic stream marked the boundary between Newark and the older settlement of Elizabethtown. This tablet purchased with funds furnished partly by the gen-



THE NEWARK PAGEANT—ARRIVAL OF GENERAL WASHINGTON Copyright by Underwood & Underwood



FRONT ELEVATION OF THE NEWARK MEMORIAL BUILDING Copyright by The Committee of One Hundred

eral organization of the school and partly by a voluntary collection, bears the following inscription:

"Before the coming of the white man this hill and the nearby stream marked the boundary between the lands of the Hackensack and the Raritan tribes of the Lenni-Lenape. May 20, 1668, representatives of Newark and Elizabeth gathered here and fixed the same boundary to separate the two young settlements. The stream called by the Indians, Weequahic, was thereafter known as Bound Creek, and this eminence was named Divident Hill."

The Daughters of the American Revolution took advantage of the celebration to mark the site of the training place established in 1669, "and used for the purpose at city call to defend the rights and liberties of our country."

The Barringer High School and the Newark Academy also seized the opportunity when interest was keen in local history, to mark in the one case the home of Moses Hedden, the Revolutionary patriot, and in the other, the site of the original academy building which was burned by the British in 1780, when they directed a raid against Newark from New York. The last of these tablets was dedicated by the Schoolmen's Club who selected Lincoln's stop in Newark on his way to the capital in 1861 as an incident worthy of a permanent record.

From some points of view the acquisition of the Colleoni statue, the gift of Mr. Christian Feigenspan, was the crowning episode of this character, heralded as it was far and wide throughout the country and

possessing such deep significance in its relation to the artistic and aesthetic future of the municipality. It is located in one of the most attractive sections of the city—a most impressive sight to the beholder.

One of the greatest enterprises connected with these commemorative exercises was the raising of funds for the memorial building, the selection and acquisition of a proper site, and the planning and construction of the building. The most difficult question is that of determining what purposes shall be served by the building. It is probable that some part of it will serve as an art museum and other portions given over to a community theatre and an auditorium. It is barely possible that it may house the Newark Museum Association now cared for by the public library authorities.

When we consider the more transient features of the celebration such as the exercises of Founders' Day, the industrial exhibit, the school parade, the pageant and the school exhibit we are more and more impressed with the essential unity and complementary character of the program. The stone and bronze were simply the embodiment in more permanent form of this same civic patriotism and lofty idealism which found their momentary expression in the form of pageant, parade, and exhibit. The one expression would have been incomplete without the other. The bronze and stone will therefore do more than simply remind the passerby of the particular episode commemorated. To those who took an active part in these events they will not only bring back that par-

ticular episode of the celebration and what lies behind it in the more distant past, but will do much to keep alive that community spirit which permeated the entire celebration.

#### *The Pageant.*

The city's past was perhaps most vividly brought before the eyes of her citizens in the pageant. It was as if some good fairy had waved her magic wand and had breathed life and flesh about these names inscribed in bronze or these personalities portrayed in stone. This feature of the program illustrates the characteristic to which reference has just been made. Barring the masque itself, there was not a single episode in the spectacle which was not marked in an appropriate manner by boulder or tablet and that too in many cases as a part of the celebration as has been already noted. The preparations for this were most elaborate in character stretching over weeks and months and had been committed into the hands of experts.

Mr. Henry Hadley wrote the music and Mary Porter Beegle directed the dancing. There were four performances, each of which was attended by over forty thousand people. The spectacle was staged in the open at one end of a natural amphitheatre in Weequahic Park. The spectators looked across a lagoon onto a spacious stage, large enough to allow of great freedom of action to the four thousand persons who participated in the performance. In many cases the roles of Newark's famous citizens were taken by their lineal descendants, lending added interest to the spectacle and giving it an even stronger touch of realism. The three movements as they were designated, which constituted the historic portion of the performance represented three periods in the city's history. The first of these covered the century and a quarter which elapsed between the settlement of the city and the outbreak of the Revolution; the second mirrored "the vision of that mighty discontent. . . . that lashed the land to flame," and closed with the burning of Newark Academy and the arrest of Justice Hedden. The third opened with the visit of LaFayette and pictured in rapid succession the great national movements in which the city had participated laying special emphasis upon the rise of Newark's industries. The concluding movement was in the nature of a masque in which the city was portrayed in a life and death struggle with the evil spirits of Greed, Strife and Ignorance, striving with all her might to maintain the old Puritan ideals which she had inherited from pre-revolutionary days. These were impersonated in the "Puritan Spirit," who constantly reminds fair Newark of her past. As she is confronted by the first shipload of emigrants from the shores of Europe, the spirit cries, "But these of alien life and dissonant faith, shall we receive them? Shall they dwell with me where I have reared my walls against the world?" The Watcher makes answer:

"None comes so alien that he brings not here  
High vows and golden memories; and these  
Are thine and Newark's for a mightier day."

In the successive national groups which now appear dressed in their native costumes may be recognized

famous characters in history. The interest aroused by this part of the pageant was the more keen in view of the fact that the actors were recruited from the particular nationality whose past was thus commemorated. In conclusion the Puritan Spirit acknowledges the contribution which these have made to the world's ideals and exclaims "I see my city richer for their high traditions and immortal names."

Unfortunately no effort was made in the industrial exhibit to contrast present with past and thus drive home the lessons taught by history. The products of the various industries were simply martialled in such a way as to impress the eye of the visitor with the great manufacturing interests of the community.

#### THE SCHOOLS AND THE CELEBRATION.

The committee of arrangements, realizing the educational possibilities of the celebration planned a school exhibit and a school parade. Reference has already been made to one phase of the exhibit in the December number of this magazine. This very small fraction of the exhibit was typical of the unique character of the display. The object sought was not alone to present the work now being done in the schools, with special emphasis upon the methods pursued, but also to show in graphic fashion the steps by which these results had been attained. The Board of Education spent hundreds of dollars in placing this historical data in attractive form for the visitor. The record there was an enviable one and one of which the citizens had reason to be proud with a high school system dating back to 1838, an evening school system in 1855, a technical school founded in 1855, and evening high schools established in 1890.

So impressive was the exhibit that the city authorities considered the advisability of making it permanent and housing it in some public building. Its very size, filling as it did, 55 rooms, not counting hall and corridor space, in the South Side High School, made it difficult to secure the necessary accommodations and the project was abandoned.

The historic and civic spirit were very much in evidence in the school parade in which all the educational institutions of the city participated, both public and private. Each school had from three to five hundred boys and girls in line, making a grand total of 15,000 and representing four high schools, 53 elementary schools and 25 parochial schools, besides the Fawcett School of Industrial Arts, The Newark Technical School, and the Newark City Home. Each contingent wore a uniform, preference being given to costumes of a historic character. It was a unique sight to see filing past a squad of miniature Revolutionary soldiers or Robert Treats or Puritan maidens. One high school formed the stars and stripes by a dexterous use of colors. Several floats were prepared, some allegorical in character, others historical. One of the most interesting of these was a model of the first school house, with the schoolmaster standing at the door ringing his bell.

Mention should also be made of a prize essay contest conducted under the auspices of the New York "Times." Prizes in the form of silver medals and



engraved certificates were offered to the boys and girls of the public schools for the best essays based upon a series of articles appearing in the "Times" and describing Newark's history.

Various days were set apart for special commemorative services. The opening exercises on May 1st consisted of addresses of an historic character. This was also true of Founders' Day, which as its name implies was given over to a recital of the deeds of Newark's great ones. Appropriate addresses on these occasions were delivered by men like Justice Swayze, Governor James P. Fielder, Ex-Governor Franklin Murphy and Hon. Marcus H. Holcomb, governor of Connecticut.

#### GREETINGS FROM ENGLAND.

An echo of the celebration was heard across the water in the action of the town council of the city of Newark-on-Trent, which sent the following address on vellum to its namesake:

"We, the Mayor and Corporation of the ancient and royal Borough of Newark-on-Trent, in Council assembled this 27th day of March, 1916, send heartiest greetings and felicitations to the Mayor and Common Council of the city of Newark, New Jersey, upon the celebration of the 250th anniversary of the planting of your city. We rejoice greatly at the marvelous progress and prosperity of the daughter city. This ancestor-borough of Newark-on-Trent was known to the Romans as Ad Pontem, B. C. 54, and as "Aldwark" to the Saxons in A. D., 450. The present name of Newark was probably a corruption of New-work, either because of a new town built upon the ruins of the old, or because of a new work erected on our ancient Castle here. In the history of England this town has played a great part. It was here the struggles of the Civil War terminated by the surrender outside our walls of King Charles. Our Royal Charters date back to 1550, our incorporation to 1625, and thus our present mayor is the 291st of his long line. We recite these particulars as showing your city is linked up with one of no mean origin, and it is a source of glowing pride to us to note the fame and importance in manufactures, art and education which the daughter city has attained under your hands."



NEWARK'S FIRST SCHOOL HOUSE—SCHOOL PARADE

### City School Campaigns for Americanization

The Chicago (Ill.) Association of Commerce has held several conferences to consider co-operative plans for the "Education and Naturalization of Adult Foreigners." The co-operation of the Board of Education has already been enlisted to the extent of opening day schools for aliens who are unable to attend the evening sessions on account of night work. During the last week of November mass meetings for foreign-born residents were held in school buildings, at which distinguished citizens made addresses relative to naturalization and good citizenship, and urged the attendance of aliens at Chicago's thirty-four evening schools.

The Detroit Board of Commerce Americanization Committee, in an effort to increase the attendance in the new term of the public evening schools, recently carried out the following city-wide campaign:

- (1) 30,000 handbills printed in seven languages were given out at public offices and at more than 100 factories by Boy Scouts.
- (2) 600 window cards were placed in stores in the foreign districts by school children.
- (3) 800 maps showing the location of public evening schools were distributed among the plants.
- (4) 30 large companies were requested to print and distribute to their men a statement of policy concerning attendance of their men at night school. In addition to an endorsement of the policy of the dependence of advancement in the factory on attendance at the schools, the statement concluded:

"If it should become necessary to reduce our force at any future time, we will endeavor to retain a man with a good night school record in preference to a man not attending school."

- (5) 175 letters were sent to factories outlining the plan of co-operation with the schools and giving material for bulletin boards.
- (6) A mass meeting was held on January 5, to which were invited the 9,000 men who took out their first papers during 1916.
- (7) A mass meeting was held in the Jewish synagogue to boost the four new evening schools opened in the Jewish section.
- (8) Publicity material was sent to foreign papers and information to churches.
- (9) A series of news stories was sent to the English newspapers.

Alexander Mark's translation of Rabbi Jehiel Nissim da Pasa's "Compendium of Jewish Laws of Usury," with comments, appears in the current number of the American Economic Review under the title, "Description of the Bills of Exchange, 1559."

## The Relation of the History Curriculum to Vocational Training in the High Schools<sup>1</sup>

BY WILSON P. SHORTRIDGE, NORTH HIGH SCHOOL, MINNEAPOLIS, MINN.

When I first began thinking about what history a student in the vocational courses should take, the question occurred to me—what history as now offered do students take in the different courses of study in our high schools? To get some facts of some sort as a foundation for reasoning to a conclusion as to what history courses should be offered or required, I, with the co-operation of my colleagues in North High School, made a survey of graduates and present students of that school by courses of study to ascertain just what history is being taken by students in the different courses. I shall state some conclusions from that study as a basis for further discussion of this subject.

For the benefit of those teachers who may not be familiar with our courses as now provided in Minneapolis, I will say that there are seven courses of study, viz.: Manual training, commercial, home economics, Latin, modern language, general, and arts. The pupil elects his course of study upon his entrance to the high school. We offer the following history courses in connection with these courses of study: One year each of ancient, medieval and modern, English, including American colonial history, general, and commercial, and one-half year of civics and economics, and United States history since 1783. No history at all is required in the manual training, home economics or arts courses, but practically all history courses are elective. In the commercial course we require a year of general history, a year of commercial history and one-half year of civics. In the general course we require a year of general history or a year of Greek and Roman, together with United States history and civics, practically all other courses being elective. In the Latin course we require Greek and Roman; in the modern language course we require in addition to Greek and Roman a year of medieval and modern, the other courses being elective, except general and commercial. These courses of study are being revised and will no doubt be materially changed.

From the survey mentioned above, certain facts stand out more or less clearly: One of such facts which will have a bearing upon the subject under discussion is that there is a marked tendency, where the students have an option between the one year course in general history and the two year course in ancient and medieval and modern history, for the student to elect the longer course, and this is done in an increasing amount in succeeding years since that option has been permitted. Another fact of interest is that in those courses where no history is required, where stu-

dents have so free a field for electives, while we do have all sorts of peculiar combinations, nevertheless most students who begin history elect enough history courses to really count for something in history work. Also in courses where some history is required and then history becomes elective, by far the larger per cent. of students go on with the history in the later years of the course, except where they took the course in general history. Now, what does this mean? One thing that it indicates to me is that the tendency among pupils with us is away from the short course where they have a free choice, and that if the student begins history he will likely continue in it. The lesson to me is that we as history teachers need to take steps to get the students to begin history early in the course, and that it does not necessarily follow that the way to get him is to offer a short course.

Of our seven courses of study, two at least may be called vocational, manual training and commercial. Of those graduating from the manual training course last year about 35 per cent. had had no history at all in the high school. About 30 per cent. had had two years or more of history, and the others had had less than two years of history. In all cases, however, where only one year of history was elected, history was not begun until in the senior year. In other words, in all cases where the student began history early enough in the course to permit the election of more than one year of history, the student did so elect more than one year of history. Not one of these students had taken the short course in general history. On the other hand, a rather striking fact is that in the general course, where students did take the short course in general history (as they were required to do in the second year if they had not chosen Greek and Roman history in the first year) comparatively few of them elected any more history than what was required of them.

By a process of elimination we can see why more students in the manual training course do not elect more history. In the first two years of that course, three subjects are required, the only elective being between history and a language. In the third year two electives are offered, only two subjects being required. Here, however, physics is one of those electives, and it is natural and proper that a student interested along mechanical lines should have an elementary knowledge of physics. For the same reason he will probably elect chemistry in his senior year. Now where does history come in? If a student knows that he will go to the university for an engineering course (as only a small per cent. of last year's class did) he should have a modern language. That leaves as the only opportunity history as an elective in the

<sup>1</sup> Read at the History Section of the Minnesota Educational Association at St. Paul, Minn., November 2, 1916.

senior year. One year of history is, therefore, about all that can be expected from those manual training students who expect to go to the university, but that is all right because they will probably have an opportunity at the university to take some history courses. Now for the student who does not intend to go to the university, but who expects to go into industry upon graduation from the high school. This is really the class under discussion, and here it is largely a question as to which has the greater value for the student, history or a modern language. And this question suggests the other one—what values does history offer as a high school subject? This will be discussed later in this paper.

Now, regarding the commercial course. At present we require a year of general history, a year of commercial history and one-half year of civics. I believe that it would be the overwhelming if not unanimous verdict of teachers as well as pupils that this course as at present constituted is not satisfactory from the standpoint of history. I have two suggestions to meet this situation. The first is to admit students in vocational courses (and, if possible, require it) to the regular history courses beginning not later than the second year. This will necessitate a short introductory study at the beginning of the semester of the contributions of the ancient world to modern civilization. Our present text (West's "Modern World") has such an introductory study. To the commercial or vocational student the ancient world means less than it does to the classical student, and, if omission must be made, I believe it could be more properly made there. Then instead of having the unsatisfactory course as at present, the student could have a year of European history, with emphasis upon continental development, a year of English history, with emphasis upon political and economic development, and a year of American history and civics. This is a more thorough and a more interesting course, and the commercial or industrial phases of development can be studied in greater detail than other students may make by collateral reading and special topics along those lines, where other students in other courses may be reading on social or political topics, and thus a full rich course be given with the different lines of development studied together (as they actually happened in time) instead of (as at present) a smattering of political history from the dawn of history to A. D. 1916 in one short school year—and then when the student has probably forgotten most of those bewildering facts, a second dose almost as bewildering over the same road, but dealing with commercial development, is administered. Certainly one very definite result can be expected from the present arrangement—all interest in history and things historical may be totally and forever killed. It would require the interest of a genius in history to survive that double dose that is at present being administered. Instead of this, without any other change than that of eliminating general and commercial history as such, and adapting the regular courses as above indicated to meet the individual needs of vocational students a much more satisfactory arrangement would exist. At

present in our courses in European and English history much emphasis is placed upon economic and commercial development, and stress is laid upon the modern period. In our own school, Cheyney's "Social and Industrial History of England" and Ogg's "Social Progress in Contemporary Europe," as well as other books, are in our school library in sufficient numbers to make possible a class-room study in some detail. Of such topics as the medieval system of industry and the manorial system of agriculture, and the changes through the industrial revolution and the economic transformation in agriculture to bring home to the student's mind an understanding of present-day economic problems. An understanding of such a topic as the present housing and land problem in Great Britain, for example, would be all but impossible without such a study of how the situation came to be as it is. Every student needs to make that study of industrial development and most of all the vocational. It could very well be done at the same time. In American history we have a semester for the national period (the colonial period being treated with English history where it of right belongs). This makes possible the giving of considerable attention to economic development. As we use Cheyney's "Social and Industrial History of England" for the economic side of English history, so we have many copies of Bogart's "Economic History of the United States," together with Coman and Moore. The economic development is treated along with the political. For example, one cannot get a proper understanding of the period between the war of 1812 and the annexation of Texas unless a careful study be made of the economic forces which were working and shaping political movements during the period. The study of the tariff cannot be fully understood unless at the same time westward development, the public lands, internal improvements, and the rise of a labor agitation be studied. Such a topic as the Webster-Hayne debate cannot be correctly interpreted unless there be an explanation of the interaction of all of these forces. The question of the merchant marine and the decline of shipping means something to the student if he has such an all-around development of the subject as the events actually happened. Because I believe it a mistake to have the high school student to attempt a specialized course in any line of development as industrial and commercial history without first having a thorough course in the general development of Europe and America, I believe it much better not to attempt a division of courses in history for the so-called vocational courses. This is my first proposition.

My second one is that if this plan could not meet the approval of the makers of the courses of study, and they insisted upon organizing separate classes for the students in the vocational courses, a two years' course in European history with some such texts as Robinson and Breasted and Robinson and Beard "Outlines of European History" (not necessarily those books, of course) be used, with emphasis along the lines indicated above. It is difficult in actual practice, however, to run two sets of history courses at the same time in the same school. There would



be conflicts of classes, and we would find it necessary at times to assign vocational students to the regular history classes anyway, so I therefore maintain that it is better for the vocational student and less confusing for the program of recitations to combine the two in the regular classes. I believe it much better to keep the continuity and richness of the four years' course intact, and let the vocational student take what he can of it, trying to get him to take at least three years of it, but being sure above everything else that what he does take is good. I believe this for the reasons which follow.

The question at issue really is, should the history course be shortened or should a short history course be encouraged—especially for those students whose formal education is to end with the high school. Before we can answer that question we must first determine the goal of history instruction. We history teachers, of course, believe in history instruction, but we are perhaps puzzled at times by the question as to just why history is a valuable subject of study for high school students.

Is the great aim of history instruction the securing a knowledge of the principal facts which have been recorded in the progress of man from the earliest days up to the great present? Yes, indeed, it is that, but it is also much more. A knowledge of certain facts is of fundamental importance in history work. There must be memory drills—drudgery, perhaps, you may call it—to make the fundamental facts stick in the pupil's memory. He should master certain facts so well that they will become a part of his permanent store of knowledge. The importance of this phase of the work must not be minimized, and, incidentally, it might be stated that this is much easier said than done. Many of the makers of our courses of study, however, and most of the advocates of a shorter course probably think this to be the only aim of history instruction. If it were the only aim, history teaching would be a very disappointing proposition. Who has not experienced the disappointment of asking students for fundamental facts or dates, things which they should by all means know, and found them woefully lacking? Teachers of senior subjects often experience this, and perhaps have a tendency to charge it to the negligence of the teachers in the earlier years of the course, and no doubt university teachers have experienced it, and have felt at times like charging it up to all of us high school teachers. If a teacher has the rather disappointing but very valuable experience, however, of having the same students that he had in a previous semester, and finds that facts that were emphasized and drilled on during the previous term have not been retained as he fondly hoped they would be, and he cannot charge it up to the negligence of some other teacher, and he knows that those facts were emphasized and drilled upon and seemingly mastered, it raises the question sometimes as to whether history instruction is really worth while, if a permanent knowledge of a very long list of facts is the sole or great aim of history instruction. If it be granted that a knowledge of certain

facts is the *raison d'être* of history instruction, and if history teachers or school authorities should agree upon just what facts are of fundamental importance, and if it be further provided that such lists of facts be not too long a list, then a short course over several centuries of time might have some reason for being. Before deciding the question yet, however, let us see what further values history may have as a subject of study.

History instruction should help lay a foundation for sound thinking, and it should emancipate the mind from wrong habits of thought. For example, a common weakness among men is "jumping at a conclusion," of forming an opinion before all the facts are known, and then perhaps seeking facts to uphold that opinion and rejecting those facts which are contrary to that already formed opinion. History instruction should help set up habits of open- and fair-mindedness. It should give training in impartially looking at both sides of a question, and carefully weighing the evidence pro and con before reaching a final conclusion. It must deal with the weighing of probabilities as well as of facts. Our conclusions on the problems we meet in every-day life must be based to a large extent upon probabilities. We need to get all the available facts, but most of our vital decisions on every-day practical questions must come from weighing probabilities. A business man cannot always mathematically prove in advance that his adventure will succeed. He must have all the facts, then weigh the probabilities, and his final success depends as much, or perhaps more, upon the latter than on the former. No other subject in the high school affords such good training in this process of gathering and using facts and weighing probabilities as does history. This is a habit, however, that can be but slowly developed as a result of mental processes running through a considerable period of time. The highest value or greatest good must come from a repetition of the process until historical-mindedness becomes more or less a habit. You may tell a student in a short time to be historical-minded, but it is quite a different thing to get him to be historical-minded. The following quotation is taken from the editorial column of one of our Minneapolis papers a short time ago: "The discouraging thing about American political affairs oftentimes is the lethargy of the American mind. The labor of thinking is irksome to many. Prejudices are easily appealed to, as the demagogue knows. But it is sometimes a task of appalling proportions to induce voters to use their minds, to reason things out, to follow logical processes of thought." The truth of this statement is beyond question. History, if properly taught, affords just such a mental training, and is of invaluable service, not only to the individual, but also to the State. A short history course could do little in this direction.

Secondary education in general, as well as history instruction in particular, should be practical—it should meet the needs of every-day life. In our vocational courses, especially, we are too likely, however, to think of practical education only in the light of

making a living. School authorities sometimes act in making vocational courses as if the sole aim of education were to make a living. It sometimes appears that they almost forget that there are large social responsibilities for the individual as well as private interests. I maintain that any educational system that is supported by public taxation should of necessity include a thorough training in citizenship. Of all students, the ones whose formal education is to end with the high school, the ones therefore in our vocational courses, should have thorough training to make them good citizens as well as good stenographers or good mechanics. History and civics, if properly taught, offer that training, and should by all means be included and given sufficient time to get something like adequate results. Like telling a student to be historical-minded you can tell him in a short time to be a good citizen. But good citizenship is a habit the same as historical-mindedness is a habit, and it takes time to instill any habit that is really worth while. A short history course could do little along this line.

Then, again, history instruction should give a knowledge of many books and how to use books and libraries. Next to knowing the thing itself, the most valuable thing is to know where and how the information may be found, and to have the ability and interest to do the thing in a proper way. Here, again, it is habit and one that a short course could do little with, because in a short course text-book work is about all that can be done because of a lack of time.

Another thing that a good high school history course should do is, not only to acquaint the student as to how the world of to-day came to be what it is, but also to acquaint him with what the world of to-day is. This cannot be done from the regular text, no matter how good it is, for the simple reason that events of importance do not cease happening when the text-book goes to press. And frequently the authors of good text-books are negligent in keeping the book revised up to date. A study of recent and current history must come from outside the text, and, if the length of the course permit it, it is possible to use one of several good weekly or monthly magazines in connection with the history work. A magazine like the "Literary Digest" or "Independent" may be had for school use at five cents a copy. Pupils should be encouraged to thus subscribe for such a magazine, if one is not already in the home, and one period a week or part of one period a week should be given for this work. With such work running over two years or more of high school a student will not only acquire something of a knowledge of present-day problems, but what is probably more valuable, he will have been trained to some extent at least in the selection of the more valuable things in magazine and newspaper, and how to get at and select and use the more valuable things. This habit is invaluable to the citizen, but, like other good habits, it takes time to adequately develop it.

Probably as valuable a thing as a history course can give is one that has been suggested at different times in this paper, viz.: a permanent interest in history

and in things historical. We must not forget that our product is an unfinished product upon graduation from the high school, and that a necessary part of his equipment must be the means and the desire for the acquisition of further knowledge. It is not to be hoped or expected, of course, that all of our students will be interested as much in history as we are. But it is our business as history teachers to leave with our students an abiding interest in the subject. Nor does this mean that the requirement of thoroughness in the mastery of the tasks set shall be sacrificed. Easy and interesting are not synonymous in school work. While thoroughness is not to be neglected, it is essential that such a degree of interest be stimulated that after the high school graduate may have become a good stenographer or a good mechanic he will likewise be a good citizen and interested in good citizenship, and how it came to be what it is and whither it is tending. Above all, our history courses should not permit a student to feel that he knows it all—that all history is within the covers of his text-book, and, having fairly mastered that, he has learned all there is to learn about the subject. Last winter in talking with one of my best students in English history, I was considerably jarred when he remarked that he did not think it necessary for him to take the course in senior American history because, as he said, he had learned all of that in the eighth grade.

We might go on and mention other valuable aims of history instruction, but enough has been said to make clear my main contention that history has values which are eminently worth while, but which require adequate time for development. What we need to do as history teachers is not so much to help construct a short course in history to fit into somebody's scheme for making good stenographers and good mechanics, but to be fully convinced among ourselves that we have something to offer in the training of future citizens which is fully as valuable and probably more vital in the life of the republic than the mere ability to make an honest living. Is it to be wondered at if our citizens care more for the almighty dollar than they do for the finer ideals of citizenship if our public schools emphasize vocational training and neglect training in citizenship? We should, therefore, first of all realize fully our mission. And when we have the full realization of our opportunity and responsibility it becomes us to fight to convince others, especially the makers of our courses of study, that what we have to offer is worth three or four years' work in the life of every boy and girl, and especially those whose formal education must end with the high school. As a minimum requirement, all students should take American history and civics. They will give us a hearing if we can show them that we ourselves know what we want to do and can do it. The word "Americanism," that we hear so much about to-day, is full of opportunity and responsibility for the history teacher. Unhappy events which have happened in our country in the last two years have indicated that we have not Americanized all the elements of our population to the extent to which we thought we had. The

public schools have been looked upon as the great melting pot in which the children of all the elements of our population meet upon a democratic basis with equal privilege and opportunity, and are fused into a common American citizenship. The public schools have done a great work in this line, but they have not yet succeeded as perfectly as it is possible for them to do. Many students drop out of school, of course, before completing the high school course, but an increasing number is remaining in school. In many high schools, however, American history is not even offered, and in comparatively few is American history and civics required for graduation. We history teachers of the country have collectively a unique opportunity to make Americanism mean something more definite in the life of this nation in the future, particularly if school authorities will make American history and civics a requirement for graduation from the high school. I do not mean by this that we should misinterpret facts in order to make it appear that America and our forefathers were always right whether they were or not. In this respect history has but one purpose, and that is to establish truth. The American citizen must not be made vainglorious, he must not overestimate our importance as a nation, he must not be permitted to feel that America is the only nation that has worked out or will work out great social and economic problems which will benefit mankind. He must not be permitted to feel that our government, good as it is and proud of it as we justly are, is necessarily the last word in political science, and that we have nothing to learn from, but everything to teach to other nations. In this respect, I say, history has but one purpose, and that is to establish truth.

The task is enormous, but the sense of even a partial achievement will be worth the effort it will take. To instill the proper ideals of Americanism and good citizenship we must first of all get all the students into our American history and civics classes. Then we must have them long enough to instill the habits and ideals which it is our aim to instill. Let us but convince the makers of our courses of study of the full value of the thing we have to offer, and then "deliver the goods" whenever and wherever we have the opportunity, and they will be as willing to extend the time of required work in history as they are now sometimes willing to shorten the history course. A longer time of required work in history from all students, rather than a shorter course, should be our watchword.

Yves Guyot's article on "The Dissolution of the German Empire" in the "English Review," is a vigorous appeal for the continuance of the war until this dissolution is accomplished. He urges this on the ground that the victory of the Allies must be the liberation of Europe from German dominance.

Helen Dunstan Wright's "Little Known Sardinia" in the "National Geographic Magazine" for August, contains many interesting illustrations, and gives a good picture of social conditions.

## Reports from The Historical Field

A symposium on "Military Training for School Boys," giving the opinion of eighty persons upon this question, has been published by the Peace Committee of the Philadelphia Yearly Meeting of Friends (304 Arch Street, Philadelphia).

A committee of the National Education Association has prepared a study upon "Vocational Secondary Education," which appears as Bulletin No. 21 for the year 1916 of the United States Bureau of Education. The pamphlet contains a sketch of the history and development of vocational secondary schools, and then gives a number of general definitions and illustrative examples of vocational secondary school work. Ways are suggested for introducing vocational education and methods suggested for organizing the school work and gathering data about industry and industrial workers. The problems in connection with vocational education and vocational guidance are treated, and a brief appendix gives the location of the several States covering this form of education.

"The Catholic Historical Review" for January, 1917, contains a study by the Right Rev. J. F. R. Canavin upon "Loss and Gain in the Catholic Church in the United States, 1800 to 1916." Dr. Waldo G. Leland gives an account of the Catholic Historical Societies in America, and outlines the fields of profitable work which such societies might undertake. The Rev. V. F. O'Daniel treats of the "First Bishop to Visit the Present Territory of the United States," and Dr. Joseph Magri discusses the "Catholic Church in Virginia from 1850 to 1872."

Miss Caroline Hill Davis has prepared for the Library School of the New York Public Library a "List of References on Pageants in Great Britain and the United States" (New York Public Library, 15 cents). The pamphlet is the most extensive bibliography of pageantry which has thus far appeared. It is divided into General Works, Shakespearean Festivals, and Pageants, Pageants in Great Britain and Canada, Pageants in the United States, and Works on Pageant Costume. In the list of General Bibliographies of Pageantry, reference should have been made to the HISTORY TEACHER'S MAGAZINE, Volume 6, pages 279 to 281.

The Historical Society of East and West Baton Rouge, La., celebrated the one hundredth anniversary of the incorporation of the City of Baton Rouge on Tuesday, January 16. The outdoor exercises were interfered with on account of the very inclement weather. At the indoor meetings papers were presented showing the development of the city, and in the evening a series of historical tableaux were given marking the principal events in the history of the city.

"Suggested Readings for History Classes, 1916-17" is the title of a recent pamphlet issued by the New York State Department of Education, and prepared by Avery W. Skinner, specialist in history of the department. The selection is made to fit the needs of secondary school pupils, but works are also included which may be of value to the general reader. The readings are listed under Ancient History, the History of Great Britain and Ireland, Modern History, and American History.



## BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,  
UNIVERSITY OF WISCONSIN.

MALLET, CHRISTIAN. *Impressions and Experiences of a French Trooper, 1914-1915*. New York: E. P. Dutton & Co. Pp. 167. \$1.00, net.

Among the many narratives of personal experiences during the first year of the war published thus far, this book will rank very favorably. It is the story of the writer's personal experiences as private in a dragoon regiment in the early months of the war, and later as an infantry officer in one of the earlier offensives against the German intrenchments. He tells how his regiment marched from Rheims to Liege at first, and then of their heart-breaking retreat. A very thrilling experience was being surrounded in a forest behind the German lines, and then escaping as a result of the victory of the Marne. The whole account is written in most excellent simple English. It is without affectation or attempts at self-glorification, and shows more clearly than any mere exposition what confusion and agony had to be endured during the first months before the French army "found itself." High school pupils will undoubtedly enjoy this book.

CLARENCE PERKINS.

Ohio State University.

SMITH, G. BURRELL. *Outlines of European History, 1814-1914*. New York: Longmans, Green & Co. London: Edward Arnold, 1916. Pp. 262. 76 cents.

This book was written by an Englishman for the use of teachers in England. It has a introductory chapter on the Congress of Vienna, and brings the narrative down to the outbreak of the present European war. The author says in his preface that he "has tried to keep before himself the need for simplicity, and has especially attempted to avoid overburdening the narrative with references to unessential persons, places and events." He has succeeded well in his attempt. The book is readable, and is within the range of high school students. The author "makes no claim to throw new light upon any part of the subject, but has been content to express the accepted view wherever he has been able to ascertain it."

The book in two respects differs slightly from the usual accounts, and both would be expected from an English author at the present time. The account of the history of Belgium is fuller than most of our accounts in high school reference books, and shows the relation of England to the neutrality of Belgium. It also shows the underlying forces which led to England's participation in the present war. While it might be said to be the statement of an interested party to the controversy, it nevertheless seems to be a fair statement of the issues from the English viewpoint.

The book has been published in America probably with a view of being used as collateral reading in high schools, and it would be well adapted for that purpose.

WILSON P. SHORTRIDGE.

North High School, Minneapolis.

HAWORTH, PAUL LELAND. *America in Ferment*. Indianapolis: The Bobbs-Merrill Co., 1915. Pp. 477. \$1.50, net.

In a breezy, journalistic fashion, Dr. Haworth discusses in this volume many of the political, economic, and social problems of the day. An idea of the content of the book can be gained from the following chapter headings: "The Color Line," "The Blood of the Nation," "The Problem of Industrial Peace," "How Can We Raise the Standard of

Living," "The Revolt of the Women," "Socialism in America."

The author strongly favors highly restricting immigration. "Our ancestors made a grave mistake in importing the negro—to develop the country!—and we ought to consider whether we are not making an even greater one in permitting the influx of swarms whose ways are not our ways and whose blood is not our blood" (p. 113). No general improvement in our standard of living, or in our wage-scale, can take place "if we continue our present policy of practically unrestricted immigration" (p. 273). "The shaft with which to pierce the Achilles heel of Plutocracy" is the generous extension of the inheritance tax. The author believes heartily in woman suffrage, deeming its complete victory a matter of short time. Though friendly to socialism, he thinks the day far distant when it will be put into full operation. He strongly endorses the initiative and referendum, the recall, primary election laws, the short ballot, and the commission form of government for cities.

Naturally in such a survey there is much that is controversial. Some old-fashioned folk (among them the reviewer) still believe the prime function of the church is and ought to be the administering to man's religious needs, not "the grappling with the living social and economic problems of the day." The picture of rural life in the Middle West is painted in too dark colors. Historians are no longer willing to accept the implication of the text that Douglas' motive in launching the Kansas-Nebraska bill was nothing more than "a bold personal bid for southern support in the next Presidential campaign" (p. 369). Montesquieu does not deserve all the credit, or discredit, for the "separation of powers" in our system of government (p. 279).

Dr. Haworth has quoted generously from various sources, and, while liberal with quotation marks, has frequently considered footnote citations superfluous. The book contains a useful, though brief, bibliography.

HOWARD C. HILL.

Milwaukee State Normal School.

REED, THOMAS HARRISON. *Form and Functions of American Government*. Yonkers-on-Hudson: World Book Co., 1916. Pp. xv, 549. \$1.50.

This is a text-book in civil government, "intended," as the author tells us, "primarily for that great majority of high school pupils who go no further on the road of formal education, and aims to deal with the principles of governmental organization and activity in such a way as to be a suitable basis for the most thorough high school course in preparation for citizenship."

School text-books in government may follow either of two tendencies. They may be meant to aid the teacher by selecting the material which is best for the average pupil in the average school and by stating this so briefly that all of it may be thoroughly covered in the time commonly at the disposal of classes in this subject. Such books are too rare, and the teachers who need such books are numbered by the tens of thousands. The other tendency is to supply a much fuller book with more material than any one class is likely to use, and leave it to the teacher to select what is to be given to any particular class. This latter is probably the better method for the well trained teacher who is not over-worked, and this is the method followed by the present author. The result is an admirable book, scholarly, well proportioned, well printed, and generally complete.

Its introduction is a brief answer to the question, "Why do we study government." The body of the book is divided into six major sections bearing the following captions: The background of American government with 50 pages, parties

and elections, 40 pages; state government, 78 pages; local government, 48 pages; government of the United States, 94 pages; functions of government, 162 pages. In the last section are fifteen chapters, with the following headings: Foreign relations and national defense, crime and its prevention, public morals and recreation, care of dependents, education, the preservation of health, the conservation of national resources, money and banking, the regulation of corporations, the control and ownership of public utilities, government and labor, immigration, municipal functions, revenue and taxation, government finance.

These subjects are presented from a full knowledge of recent progress in government and an experience of nine years in the teaching of it. The author's judgments are mature and his presentation of them sufficiently modest. The effectiveness of the book is augmented no little by the use of about seventy illustrations presenting such subjects as a ballot, the heading of a legislative bill, a summons, plans of government for cities, the President's engagements for a day, a passport, the New York City water supply system, principal irrigation projects in the western part of the United States, the Roosevelt dam, damage done by flood, a waiting room at Ellis Island, and a large number of other new and fresh material.

EDGAR DAWSON.

Hunter College of the City of New York.

HODGES, HENRY G. *The Doctrine of Intervention*. Princeton, N. J.: The Banner Press, 1915. Pp. xii + 288. \$1.50.

In this monograph, Mr. Hodges has combined an historical study of the doctrine of intervention with a discussion of its principles. The work is well done, and will be of value to students of international law. Frequent citations are made from the works of Hall, Oppenheim, Moore and other standard authorities in support of the author's opinions. The discussion starts with a definition sufficiently broad to warrant a consideration of pretty much everything which pertains to the relations between nations.

Political intervention is justifiable when necessary to self-preservation, to uphold the balance of power or to protect neutralized States or canals, but in the opinion of Mr. Hodges, intervention to uphold the nation with the just cause, a principle so strongly urged to-day by the friends of the Allies, is "not warranted by any of the principles of international law."

Non-political intervention is allowable for the protection of citizens in foreign countries. "The government which does not exercise its rights in this particular is not worthy of the name." This principle has furnished most frequent cause for intervention, especially in the affairs of weak nations. How far a nation is justified in intervention to secure payment of contract debts is carefully considered; and interesting quotations are given of opinion on that subject. Mr. Root is quoted as saying at Buenos Ayres in 1906: "We deem the use of force for the collection of ordinary contract debts to be an invitation to abuses in their necessary results far worse, far more baneful to humanity than that the debts contracted by any nation should go unpaid." In a message to the United States Senate, President Roosevelt said: "Except for arbitrary wrong, done or sanctioned by superior authority, to persons or to vested property rights, the United States Government, following its traditional usage in such cases, aims to go no further than the mere use of its good offices, a measure which frequently proves ineffective. On the other hand, however, there are governments which do sometimes take energetic action for the protection of their subjects in the enforcement of merely contractual claims, and thereupon

American concessionaires, supported by powerful influences, make loud appeal to the United States Government in similar cases for similar action."

The chapter dealing with the subject of intervention in Mexico is of particular interest at this time.

The economic and political antecedents of the question are examined as well as the "present dilemma." Mr. Hodges maintains that our policy toward Mexico cannot be influenced by the same principles which guide our international relations with European nations. The peculiar nature of the Mexicans must be considered in our efforts to mould their political destinies. From the earliest occupation of the country the land has been held in enormous tracts by a few individuals. "The common people came to be considered a part of the land they occupied." "A land aristocracy was built up in close relation to the central powers." Another economic factor which profoundly affects the Mexican problem arises from the practise of granting to foreigners concessions which cover "all conceivable fields of economic endeavor." The conflicts which arise among the concessionaires furnish the occasion for foreign intervention. "The influence of the losing interests is at the disposal of any faction strong enough to undertake a formidable opposition to the existing order." The invasion of foreign interests arouses discontent and suspicion in the ignorant poor class.

The fact that Mexico is rich and the Mexicans poor makes foreign aid necessary for internal development. The railroads, mines, oil, and public utilities are chiefly the property of foreigners. American capital invested in Mexico to the amount of \$1,000,000,000, and Americans resident there to the number of 31,000, give the United States a peculiar interest in the present situation. While it is necessary that these interests be given adequate protection, that is the protection afforded the interests of citizens of Mexico, yet "exertion on the part of the United States in the interest of large holdings should proceed very cautiously and with a full knowledge of the facts."

The refusal of President Wilson to recognize Huerta is contrasted with the precedent of President Pierce who, in the course of a few months, recognized "five successive revolutionary governments." The author believes that if withholding recognition prevents the repetition of such a state of affairs, it will have served a useful purpose. The policy of President Wilson is in keeping with that of Mr. Seward, who thought that the United States should "wait before recognizing General Diaz until it shall be assured that his election is desired by the Mexican people, and that his administration is possessed of stability to endure."

Further intervention in Mexican affairs should "not be undertaken until such a prolonged reign of virtual anarchy has taken place as to threaten the very existence of civilization in that country. Progress so far has been slow, but no slower than has been the case in other countries in the past." "Internal changes cannot take place in an instant." "If it cost this country four years of constant warfare to settle the question of negro slavery, we should allow Mexico at least the same amount of time to settle her own larger slavery question."

The last chapter contains a discussion of the intervention in the European war in which the attitude of each of the belligerents is briefly stated. In regard to the position of the United States and the possibility of our intervening in the war, the author quotes the advice which Baron de Nolken, the Swedish Ambassador to England, gave to John Adams in the time of the Napoleonic wars. "Sir, I take it for granted that you all have sense enough to see us in Europe cut each other's throats with a philosophical tranquillity."

In considering the excuse given for Germany's violation

of the neutrality of Belgium, that the latter country had forfeited her privileges as a neutralized nation by erecting forts on the German frontier, Mr. Hodges cites Article IV of the convention of 1831, which stipulates, "The fortresses of Belgium which are not mentioned in Article 1, of the present Convention, as destined to be dismantled, shall be maintained; His Majesty the King of the Belgians engages to keep them constantly in good order."

The "secret documents" discovered in Belgium do not furnish any legal justification for the German invasion, for they provide for "the entry of the English into Belgium only after the violation of our neutrality by Germany." Such entry would be unavoidable if England met her obligations in the treaty of 1839.

ARCHIBALD FREEMAN.

Phillips Andover Academy.

SMITH, L. PEARSALL. *The English Language*. New York: Henry Holt & Co., 1914. Pp. 256. 50 cents.

The publishers of this Home University Library series have enriched the resources of teachers of history again and again through the publication of scholarly little manuals at small cost, such, for example, as Andrews' "The Colonial Period," Paxson's "The American Civil War," and Myers' "The Dawn of History," to name only a few of the many excellent titles. In spite, however, of the service and our growing habit of expecting help from this source, the value of Mr. Smith's book for teachers of history in the high school may have been overlooked by many, because its title suggests usefulness primarily for another department than our own. But language, as he points out, is the expression of the thought of the era which fashioned it for its instrument, and not only does every word possess an ascertainable history, but many of them bear important traces of the event or movement of thought to which they owe their creation. Here, then, is a clear hint of the service of this book to teachers of our subject, who will find the three chapters on "Language and History" of especial value.

DUGGAN, STEPHEN PIERCE. *A Student's Textbook in the History of Education*. New York: D. Appleton & Co., 1916. Pp. xii + 383. \$1.25.

As one reads this book, he is conscious of passing through many areas of condensation and rarefaction. There is some excuse for such an arrangement if the unimportant is treated with proper regard for its value as a contribution to the later development of education, and if the more significant theories and tendencies receive their due share of emphasis. Here the reviewer finds that important things—theories, practices, institutions, etc.—have been slighted, while much that is unimportant has been emphasized.

"Roman Writers on Education" are treated in one short paragraph. Apparently only Quintilian contributed anything worth mentioning. If, as the author says, "his suggestions conform in many instances to the most approved of the present day," some of these suggestions ought to be set out. Again, we read that "it (Quintilian's *De Institutione Oratoria*) was of much service to the humanists after its discovery in the early Renaissance." But when we come to the Renaissance period, we find no reference to Quintilian. In any treatment of the Renaissance, Vives certainly deserves consideration with such men as Erasmus, Vittorino da Feltre, Ascham, Sturm, and Colet, but he has been overlooked. Vives' *Christi triumphus*, *De disciplinis*, and his treatise on the education of women constituted a very important contribution to the spirit and content of the Renaissance. Furthermore, Comenius owed just as much to Vives as he did to Bacon, but here again

the author does not acknowledge Vives. In the treatment of American colonial education, that old stand-by, "the famous Law of 1647," is taken as the starting-point of education in Massachusetts. The Law of 1642, and the important practice which it established, are not mentioned. If "foreign influences" upon American education are worth considering at all, they should be set out in some detail.

University of Wisconsin.

ROBERT FRANCIS SEYBOLT.

ROBINSON, JAMES HARVEY. *Medieval and Modern Times*. Boston: Ginn & Co., 1916. Pp. 777. \$1.60.

This is a revision of the "Introduction to the History of Western Europe," by the same author, which appeared in 1902. The main purpose in the revision, according to the author's statement, was to simplify the book, thereby fitting it to the requirements of secondary school work, and to give a more adequate discussion of the recent history of Europe up to the outbreak of the great war in 1914. In both of these objects the author has succeeded. A comparative reading of parallel sections in both books shows a large amount of condensation in the discussions dealing with medieval institutions and affairs, as well as a noticeable simplification in the language and style throughout, thus fitting it better to the capacity of the high school pupil. Yet this change has not, in the author's opinion, rendered the book unsuitable for college work in introductory courses.

One hundred and eighty pages, or almost one-fourth of the book, are devoted to the discussion of European affairs since 1815. This is about one hundred pages more on this period than was contained in the original volume. Therefore, affairs which have received entirely inadequate attention in most of the school texts are given the fuller discussion which they merit. The story of the last century which has been the real "Dark Ages" for so many of our school pupils is here revealed in the light of the experience through which Europe is passing at present.

Many things in this volume merit especial attention. With a warning to the student in the beginning that history deals not merely with events, but more properly with institutions and social conditions, he emphasizes throughout the development and influence of institutions, and the character and effect of social conditions in a consistent fashion. His wide use of the "topical method" in organizing and presenting his material is a prominent feature. This avoids crowding the discussion of the earlier centuries with details more or less disconnected, which is the case when all essential facts are introduced in chronological order. This plan is, of course, not new, but it is very consistently and constantly employed here, and gives the book a valuable quality from the standpoint of class-room use. The book is marked by a superior mechanical excellence, and far surpasses the average textbook in the number and especially the quality of its illustrations and plates, several of which are colored. Practically every illustration has an explanatory legend accompanying it, which makes a great addition to its value to the student. The maps are numerous and well made. There is a bibliography of about twenty pages, well arranged for use, which makes no claim to completeness, but which contains ample material for any high school class.

With respect to the all-important matter, the accuracy of the author's scholarship, there is no question, nor of his ability to view the subject from the standpoint of the immature student.

All in all, then, this book makes a very real addition to the group of textbooks which are suited for use in high schools.

FRANK W. LEASE.

High School, Salem, Ohio.



MACVEAGH, FANNY DAVENPORT (ROGERS) (Mrs. Charles MacVeagh). *Fountains of Papal Rome*. New York: Charles Scribner's Sons, 1915. Pp. xiv, 312. \$2.50.

"The fountains of Rome are in themselves title-pages to Roman history." With this conclusion Mrs. MacVeagh closes the introduction to her book. Pagan emperors and Christian popes have constructed fountains and aqueducts in Rome so that the eternal city has the most abundant water supply of any place in the world. Probably only the Moors have so appreciated the value and beauty of water. These constructions even if we are denied the galleries and churches, the catacombs and hidden recesses, the old ruins and remains, give us a splendid introduction to Roman history and take us back into the days of the Renaissance, of the counter reformation, of the Napoleonic era, and of the great Risorgimento.

Mrs. MacVeagh recites the history of the building of over a score of fountains, and gives a description of them as they are to-day. Rudolph Ruzicka has furnished fourteen full-page wood engravings of the fountains described. Appended are translations of inscriptions found on some of these fountains; a chronological index of aqueducts and popes mentioned in the book; and an alphabetical list of architects, sculptors, painters, and engravers to which reference is made. There is no general index. The book is well written and printed, and should delight the student intensely interested in the history of the Eternal City.

HENRY NOBLE SHERWOOD.

State Normal School, La Crosse, Wis.

#### HISTORY TEACHERS' ASSOCIATIONS.

Additions to and corrections of the following list of associations are requested by the editor of the MAGAZINE:

Alabama History Teachers' Association—Secretary, D. G. Chase, Birmingham.

American Historical Association—Secretary, Waldo G. Leland, Washington, D. C.

California History Teachers' Association—Chairman, Clifford E. Lowell, Berkeley.

History Teachers' Association of Cincinnati, O.—Secretary, J. W. Ayres, High School, Madisonville, O.

History Section of Colorado Teachers' Association; Western Division, chairman, Mrs. K. A. Morrison, Gunnison; Southern Division, chairman, Max Morton, Pueblo; Eastern Division, chairman, Archibald Taylor, Longmont.

History Teachers' Association of Florida—President, Miss Caroline M. Brevard, Woman's College, Tallahassee; secretary, Miss E. M. Williams, Jacksonville.

Indiana History Teachers' Association—President, Beverley W. Bond, Jr., Purdue University, Lafayette, Ind.; secretary, D. H. Eilsenberry, Muncie, Ind.

Iowa Society of Social Science Teachers—President, Prof. G. B. Benjamin, State University of Iowa; secretary, Miss M. A. Hutchinson, West Des Moines High School.

Jasper County, Mo., History Association—Secretary, Miss Elizabeth Peiffer, Carthage, Mo.

Kleio Club of University of Missouri.

Association of History Teachers of Middle States and Maryland—President, Miss Jessie C. Evans, William Penn High School, Philadelphia; secretary, Prof. L. R. Schuyler, City College, New York City.

Mississippi Valley Historical Association, Teachers' Section—Chairman, A. O. Thomas, Lincoln, Neb.; secretary, Howard C. Hill, State Normal School, Milwaukee, Wis.

Missouri Association of Teachers of History and Government—Secretary, Jesse E. Wrench, Columbia, Mo.

Nebraska History Teachers' Association—Secretary, Julia M. Wort, Lincoln, Neb.

New England History Teachers' Association—President, Miss Margaret McGill, Classical High School, Newtonville, Mass.; secretary, Mr. Horace Kidger, 82 Madison Avenue, Newtonville, Mass.

New York City Conference—Chairman, Fred H. Paine, East District High School, Brooklyn; secretary-treasurer, Miss Florence E. Stryker, State Normal School, Montclair, N. J.

New York State History Teachers' Association—President, Edward P. Smith, North Tonawanda; secretary, R. Sherman Stowell, West High School, Rochester, N. Y.

History Teachers' Section of Association of High School Teachers of North Carolina—Chairman, Miss Catherine Albertson, Elizabeth City, N. C.

History, Civics and Social Science Section of North Dakota Educational Association—President, H. C. Fish, State Normal School, Minot; secretary, Miss Hazel Nielson, High School, Fargo.

Northwest Association of Teachers of History, Economics and Government—Secretary, Prof. L. T. Jackson, Pullman, Wash.

Ohio History Teachers' Association—Chairman, Wilbur H. Siebert, Ohio State University, Columbus; secretary, W. C. Harris, Ohio State University.

History Club of Ohio State University—Chairman, Florence E. Heyde, Columbus, O.

Political Science Club of students who have majored in history at Ohio State University.

Pacific Coast Branch of American Historical Association—Secretary, Prof. W. A. Morris, Berkeley, Cal.

Rhode Island History Teachers' Association—Secretary, A. Howard Williamson, Technical High School, Providence, R. I.

Oklahoma History Teachers' Association—President, Prof. R. G. Sears, State Normal School, Ada; secretary, Miss Jeanette Gordon, High School, Oklahoma City.

South Dakota History Teachers' Association—Secretary, Edwin Ott, Sioux Falls, S. D.

Tennessee History Teachers' Association—Secretary-treasurer, Max Souby, Murfreesboro, Tenn.

Texas History Teachers' Section of the State Teachers' Association—President, Frederic Duncalf, Austin, Texas; secretary, L. F. McKay, Temple, Texas.

Twin City History Teachers' Association—President, Miss Medora Jordan, The Leamington, Minneapolis; secretary, Miss L. M. Ickler, 648 Delaware Avenue, St. Paul, Minn.

Virginia History Teachers' Section of Virginia State Teachers' Association—President, Prof. J. M. Lear, Farmville; secretary, Miss Zadie H. Smith, High School, Portsmouth, Va.

Teachers' Historical Association of Western Pennsylvania—Secretary, Anna Ankrom, 1108 Franklin Avenue, Wilkensburg, Pa.

West Virginia History Teachers' Association—President, Charles E. Hedrick, Glenville; secretary, Dora Newman, of Fairmont.

Wisconsin History Teachers' Association—Chairman, A. C. Kingsford, Baraboo High School; secretary, Miss Amelia C. Ford, Milwaukee-Downer College, Milwaukee.

## PERIODICAL LITERATURE

EDITED BY GERTRUDE BRAMLETTE RICHARDS, PH.D.

Myron T. Herrick writes again on "The Federal Farm Loan Act," this time in "The Atlantic" for February. His opposition to the act is based on the general ignorance and disregard of essentials in both fact and principle shown in its adoption. However, the analysis of the act given by Mr. Herrick is fair and quite thorough.

Professor Jeremiah W. Jenks discusses "The Chinese Attitude Toward Japan" most ably in the February "Scribner's." The article is written after the author's visit to China to ascertain the attitude of the Chinese people toward Japan, and in it he presents the patriotic and practical objections to Japanese plans for the development of Chinese resources.

The February "Century" is of unusual interest to historians. M. Jules Bois, a member of the staff of the "Figaro," of Paris, who is lecturing in this country, writes on "France and America, Partners;" Herbert Adams Gibbons contributes a stirring appeal to the Allied Nations in the third of his series of articles on the problems of reconstruction in Europe, in "Constantinople, Principle or Power;" Arthur Gleason, who is now studying labor conditions in England, embodies his conclusions in an article entitled, "The Social Revolution in England;" Harold Killock writes on "Fair Play for the Railroads;" Major J. B. Merwin, a friend of President Lincoln's, tells of "Lincoln and Peter Cartwright," and George Creel, a vigorous and wholehearted supporter of the present administration, writes on "Can a Democratic Government Control Prices?"

Walter Hale gives an interesting account of trench life in his article, "My Two Visits to Verdun," which appears in the February "Harper's."

"The Feasibility of the President's Peace Program" ("Literary Digest" for February 3) is a careful analysis of the President's message to the Senate and of the conditions which it meets.

William Minkel's article on "Living Conditions in Germany and Austria" in the "Review of Reviews" for February is perhaps the most authentic account of the food situation in Germany which has yet appeared. It represents the German food supply as being well husbanded, but not in the least degree in danger of being exhausted.

"The Outlook" for January 24, publishes Alfred Noyes' "The Lion of Flanders," a true history of the slave raids in Belgium. This vigorous and sternly accusing article is evidently based on an accurate and painstaking study of the subject from the point of view of all available information.

Arno Dosch-Fleuret's "In a Dugout on Douaumont" ("World's Work" for February) is one of the most vivid descriptions of the battlefield around Verdun which has appeared as yet.

Hon. Bertrand Russell's "Political Ideals" in the February "North American" is an excellent exposition of the purpose of all government.

The Department of Education of the State of Alabama has issued a pamphlet upon "Good Roads," and also on "The Celebration of Arbor Day," showing how to treat the surface of a country road, how to plant a tree, and giving facts concerning the value of good roads and the planting of trees.

The last number of the "Edinburgh Review" has an able article by the Dean of Durham Cathedral on "Church and State in England." According to the writer, the war is hastening the pace of the movement of the Church of England to a great revolution of status and type. The profound internal dissidence of the Church of England is its salient characteristic; it can never be formally recognized, and in all official proceedings it is almost necessarily ignored, although it has existed since the Tractarian movement.

## BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM DECEMBER 30, 1916, TO JANUARY 27, 1917.

LISTED BY CHARES A. COULOMB, PH.D.

## American History.

- Adams, James T. Memorials of old Bridgehampton, L. I. Bridgehampton, L. I. [The Author]. 399 pp. \$1.50, net.
- Babbitt, Charles H. Early days at Council Bluffs. Wash., D. C.: B. S. Adams [512 Eleventh St., N. W.]. 96 pp. \$1.00.
- Bassett, John S. The middle group of American historians. N. Y.: Macmillan. 324 pp. \$2.00, net.
- Brooks, Eugene C. The story of corn and the westward migration. Chic. and N. Y.: Rand, McNally. 308 pp. \$1.00.
- Bruce, Philip A. Brave deeds of Confederate soldiers. Phila.: Jacobs. 351 pp. \$1.50, net.
- Draper Collection of Mass. Frontier advance on the upper Ohio, 1778-1779. Madison, Wis.: Wis. Hist. Soc. 509 pp. \$1.50.
- Dyer, James O. Historical sketch; comparison of the customs of wild tribes near Galveston a century ago with ancient Semitic customs. Galveston, Tex.: O. Springer Print. 12 pp. 25 cents.
- Earle, Swepson. Maryland's colonial eastern shore. Balto.: Med. Standard Bk. Co. 204 pp. \$3.50.
- Engelhardt, C. Anthony. The missions and missionaries of California. Index to Vols. 2-4. San Francisco: J. H. Barry Co. 186 pp. \$1.00.
- Fite, Emerson D. History of the United States. N. Y.: Holt. 575 pp. \$1.60.
- Green, Juliet M. Relations between the United States and Great Britain, 1776-1915. Los Angeles, Cal.: Hollywood Junior College. 62 pp. 25 cents, net.
- Griffin, Grace G. Writings on American History, 1914. New Haven: Yale Univ. 161 pp. \$2.00, net.
- James, General Thomas. Three years among the Indians and Mexicans. St. Louis, Mo.: Hist. Soc. 316 pp. (8 pp bibls.). \$5.00, net.
- Mayo, Katharine. The story of the Pennsylvania State Police. N. Y.: Putnam. 364 pp. \$2.50, net.
- Root, Elihu. Military colonial policy of the United States. Cambridge, Mass.: Harvard Univ. 502 pp. \$2.00, net.
- Shelton, W. H. The Jumel mansion. Boston: Houghton Mifflin. 242 pp. \$10.00, net.
- Stiles, Ezra. Extracts from the itineraries of Ezra Stiles, 1755-1794. New Haven: Yale Univ. 602 pp. \$3.00, net.
- Sullivan, Frank S. A history of Meade County, Kansas. Topeka, Kansas: Crane & Co. 184 pp. \$2.50.
- U. S. Treaties [Wilson]. Convention between the United States and Nicaragua; Nicaragua canal route. Wash., D. C. 6 pp. Treaty series No. 624.

## Ancient History.

- Harris, James R. The origin of the cult of Aphrodite. N. Y.: Longmans. 30 pp. 40 cents, net.
- Lanham, Fritz G. Putting Troy in a sack. Austin, Texas: Ex-students Association of the Univ. of Texas. 141 pp. \$5.00.
- Paton, Daniel, editor. Egyptian records of travel in Western Asia. Vol. 2. Princeton, N. J.: Princeton Univ. Press. 60 pp. \$7.50, net.

- Procopius of Caesarea. Procopius, in six vols. Vol. 2, History of the Wars, books 3 and 4. N. Y.: Putnam. 487 pp. \$1.50, net.
- Robinson, C. E. The days of Alkibiades. N. Y.: Longmans. 301 pp. \$1.50, net.
- Spence, Lewis. Myths and legends of Babylonia and Assyria. N. Y.: Stokes. 411 pp. \$3.00, net.
- Tatlock, Jessie M. Greek and Roman mythology. N. Y.: Century Co. 372 pp. \$1.50.

#### English History.

- East India Company. A calendar of the current minutes of the East India Company, 1655-1659. N. Y.: Oxford Univ. 387 pp. \$4.15, net.
- Mathieson, William L. Church and reform in Scotland; a history from 1797 to 1843. N. Y.: Macmillan. 373 pp. \$4.25, net.
- Ogilvy, James S. Relics and memorials of London City and London Town. 2 vols. N. Y.: Funk & Wagnalls. 597 pp. \$15.00, net.
- Stone, Gilbert. England, from the earliest times to the Great Charter. N. Y.: Stokes. 618 pp. \$3.00, net.
- Williamson, James A. The foundation and growth of the British Empire. N. Y.: Macmillan. 284 pp. 75 cents, net.

#### European History.

- Boudois, P., and Dufayard, Charles. Continental Europe from 1270 to 1598. N. Y.: Holt. 489 pp. \$2.00.
- Dillon, Emile Joseph. England and Germany. N. Y.: Brentano's. 311 pp. \$3.00, net.
- Fay, Sidney B. The Hohenzollern household and administration in the sixteenth century. Chaps. 1 and 2. Northampton, Mass.: Smith College, Dept. of Hist. 64 pp. (bibls.). 50 cents.
- Fleischman, Hector. Behind the scenes in the Terror. N. Y.: Brentano's. 339 pp. \$4.00, net.
- Kieffer, Geo. L., compiler. List of references on the history of the Reformation in Germany. White Plains, N. Y.: H. W. Wilson Co. 60 pp. 25 cents.
- Rambaud, Alfred N. Russia, from the earliest times to 1882. 3 vols. Boston: Page Co. \$6.00.
- Slocombe, G. E. Poland. N. Y.: Stokes. 316 pp. \$1.25, net.
- Waugh, W. T. Germany. N. Y.: Stokes. 404 pp. \$1.25, net.
- Zeleski, A., and others. Poland, its case for independence. N. Y.: Dodd, Mead. 352 pp. \$3.00, net.

#### The Great War.

- Alexander, John L. The secondary division organized for service. N. Y. & Chicago: Revell. 92 pp. 50 cents, net.
- Berger, Marcel. The ordeal by fire, by a sergeant in the French army. N. Y.: Putnam. 532 pp. \$1.50, net.
- Buchan, J. Nelson's History of the War, Vols. 8-14. N. Y.: T. Nelson and Sons. 60 cents, net, each.
- Buchan, John. The battle of Jutland. N. Y.: T. Nelson & Sons. 44 pp. 10 cents.
- Burke, Kathleen. The white road to Verdun. N. Y.: Doran. 168 pp. \$1.00, net.
- Bury, Herbert. Here and there in the war area. Milwaukee: Young Churchman. 328 pp. \$1.40.
- Cheradame, Andre. The Rangerman plot unmasked. N. Y.: Scribner. 235 pp. \$1.25, net.
- Doyle, Sir Arthur C. A history of the great war. Vol. 1, The British campaign in Flanders, 1914. N. Y.: Doran. 349 pp. \$2.00, net.
- Genevoix, Maurice. Neath Verdun, Aug.-October, 1914. N. Y.: Stokes. 309 pp. \$1.60, net.
- Great Britain, Admiralty. The battle of Jutland Bank, May 31-June 1, 1916. N. Y.: Oxford Univ. 95 pp. 25 cents.
- K'ung Yuan Ku'suh. The judgment of the Orient; some reflections on the Great War. N. Y.: Dutton. 71 pp. 60 cents, net.

## University of Colorado

### BOULDER, COLORADO

Fourteenth Summer Session, June 25 to August 4, 1917

In the foothills of the Rockies. Ideal conditions for summer study and recreation. Courses in thirty departments, including Medicine, Ophthalmology and Engineering. Able faculty. Eminent lecturers. Attractive courses for teachers. Tuition low. Living expenses reasonable. Catalogue on application to Registrar.

- Swope, Herbert B. Inside the German Empire, in the third year of the war. N. Y.: Century Co. 366 pp. \$2.00, net.
- Venizelos, Eleutherios. Greece in her true light. Brooklyn, N. Y. [S. A. Xanthaky, 1063 Prospect Ave.]. 288 pp. \$2.00.
- Washburn, Stanley. The Russian advance, June 5-September 1, 1916. Garden City, N. Y.: Doubleday, Page. 275 pp. \$1.25, net.
- Winslow, Carroll D. With the French flying corps. N. Y.: Scribner. 226 pp. \$1.25, net.

#### Miscellaneous.

- American Acad. of Soc. & Pol. Science. The purpose and ideals of the Mexican revolution. Phila.: The Academy. 31 pp.
- Bagley, W. C., and Rugg, H. O. The content of American history as taught in the seventh and eighth grades. Urbana, Ill. 59 pp.
- Baird, George M. P. The book of words of the pageant and masque of freedom. Pittsburgh, Pa.: Pittsburgh Charter Centennial Com. 28 pp.
- Davis, F. Hadland. Japan, from the age of the Gods to the fall of Tsingtau. N. Y.: Stokes. 323 pp. \$1.25, net.
- Pierson, William W., Jr. A syllabus of Latin American history. Chapel Hill, N. C.: Univ. of N. C. 32 pp. 25 cents.
- Ross, Malcolm, and Ross, Noel. Light and shade in war. N. Y.: Longmans. 271 pp. \$1.40, net.
- U. S. Library of Congress, Div. of Manuscripts. The manuscript collection in the library of Congress. Wash., D. C.: Gov. Pr. Off. 9 pp.

#### Biography.

- Arnold, Thomas J. The Early life and letters of General Thomas J. [Stonewall] Jackson. N. Y. & Chicago: Revell. 367 pp. \$2.00, net.
- Oswald, John C. Benjamin Franklin, printer. Garden City, N. Y.: Doubleday, Page. 244 pp. \$2.00, net.
- Tooley, S. H. Life of Florence Nightingale. N. Y.: Macmillan. 357 pp. \$2.00, net.

#### Government and Politics.

- Brown, Philip M. International realities. N. Y.: Scribner's. 233 pp. \$1.40, net.
- Cosmos, pseud. The basis of durable peace. N. Y.: Scribner. 144 pp. 30 cents, net.
- Duchesne, A. E. Democracy and Empires. N. Y.: Oxford Univ. 120 pp. 85 cents, net.
- Flowers, Montaville. The Japanese conquest of American opinion. N. Y.: Doran. 272 pp. \$1.50, net.
- Holcombe, Arthur N. State government in the United States. N. Y.: Macmillan. 498 pp. (5 1/8 pp. bibls.). \$2.25, net.
- Mathews, John M. Principles of American State Administration. N. Y.: Appleton. 533 pp. (bibls.). \$2.50, net.
- Wheeler, Charlotte. A few lessons in civil government for foreigners. San Francisco: A. Duffer Print. 46 pp. 25 cents.
- Wheeler, Everett P. A world court and international police. Balto.: Amer. Soc. for Judicial Settlement of Internat. Disputes. 23 pp.
- Wilson, George G. The Monroe Doctrine and the program of the League to Enforce Peace. Boston: World Peace Foundation. 15 pp.



## University of Wisconsin

SUMMER SESSION, 1917

June 25 to August 3

350 COURSES. 200 INSTRUCTORS. Graduate and undergraduate work in all departments leading to all academic degrees. **Letters and Science, Medicine, Engineering, Law, and Agriculture** (including Home Economics).

TEACHERS' COURSES in high-school subjects. Strong programs in all academic departments. Exceptional research facilities.

NEWER FEATURES. Art, Agricultural Extension, Athletic Coaching, Aesthetic and Folk Dancing, College Administration for Women, Community and Public School Music, Farm Credits, Festivals, Geology and Geography, German House, Journalism, Library Organization, Manual Arts, Moral Education, Norse, Physical Education and Play, Psychology of Public Speaking, Rural Sociology, School Administration, Speech Clinic, Zoology Field Course.

**Favorable Climate. Lakeside Advantages.**

One fee for all courses, \$15, except Law (10 wks.), \$25

For detailed announcements, address

Registrar, University, Madison, Wisconsin

## The History Teacher's Magazine

Published monthly, except July and August,  
at 1619-1621 Ranstead Street, Philadelphia, Pa., by

McKINLEY PUBLISHING CO.

EDITED UNDER THE SUPERVISION OF A COMMITTEE  
OF THE AMERICAN HISTORICAL ASSOCIATION,  
composed of:

PROF. HENRY JOHNSON, Teachers' College, Columbia University, Chairman.

PROF. FRED. M. FLING, University of Nebraska.

MISS ANNA B. THOMPSON, Thayer Academy, South Braintree, Mass.

PROF. FREDERIC DUNCALF, University of Texas.

PROF. O. H. WILLIAMS, University of Indiana.

DR. JAMES SULLIVAN, Director of Archives and History, New York State Department of Education.

ALBERT E. McKINLEY, Ph.D., Managing Editor

SUBSCRIPTION PRICE, two dollars a year; single copies, twenty cents each.

REDUCED RATE of one dollar a year is granted to members of the American Historical Association, and to members of local and regional associations of history teachers. Such subscriptions must be sent direct to the publishers or through the secretaries of associations (but not through subscription agencies).

POSTAGE PREPAID in United States and Mexico; for Canada, twenty cents additional should be added to the subscription price, and for other foreign countries in the Postal Union, thirty cents additional.

CHANGE OF ADDRESS. Both the old and the new address must be given when a change of address is ordered.

ADVERTISING RATES furnished upon application.

## A Century of Map Supremacy

For nearly a century the teaching world has recognized

W. & A. K. JOHNSTON  
as the supreme geographical authority. To know the best maps of all kinds and countries

*Send for catalogue*



**A.J. NYSTROM & CO.**  
BETTER MAPS CHICAGO

*Every High School Will Derive  
Much From*

## THE NEW WALL MAPS

A series of 16 Ancient History Maps  
by Prof. JAMES HENRY BREASTED  
and Prof. CARL F. HUTH, JR.  
(University of Chicago), and  
a series of 23 European History  
Maps by SAMUEL BANNISTER  
HARDING (Indiana University)

*Write for Detailed Announcement*

**Denoyer-Geppert Co.**  
SCHOOL MAP PUBLISHERS

*"Better Maps at Lower Prices"*

**460 East Ohio Street : Chicago**

(Mention this magazine, please)

## Hazen's Modern European History

By C. D. HAZEN, Professor in Columbia University. (*American Historical Series.*) vii+619 pp. Large 12mo., 155 Illustrations, 26 Maps in Color, \$1.75

In accordance with the prevailing tendency in the arrangement of courses in modern history in schools, this high-school text-book devotes itself in the bulk of its material to the history of Europe from 1789 to 1914. An introductory chapter, broadly conceived, sketches in bold outline the conditions that existed in the leading European countries in the eighteenth century, which culminated in the French revolution.

Nine chapters are then devoted to the Revolution and to the Napoleonic era. After the downfall of Napoleon, several chapters describe events in Europe as a whole, where such events are closely related in the various countries, and then the histories of the Great Powers and of the lesser states are treated separately so as to bring out their continuous development.

The last two chapters deal with the Balkan Wars of 1912 and 1913, and with the European War of 1914.

---

## Fite's History of the United States

By E. D. FITE, Professor in Vassar College. vi+575 pp. 12mo. 110 Illustrations. 44 Maps, \$1.60

In this high-school textbook the social and industrial development of the country, economic progress, sources and effects of immigration, conditions on the ever-receding frontier, and changes in governmental forms, both national and local, have received special attention. Some of the other subjects of special emphasis are, in the period of exploration and discovery, the development of geographical knowledge; and in the colonial period, the dependence of events in the colonies upon contemporary English history, and the close connection between the West Indies and the mainland as parts of the same colonial empire.

The peace movement and foreign relations, particularly the Pan-American movement, have been stressed. Recent history, which is often slighted for the period since 1865, occupies more than one-fourth of the book, a large share being devoted to the period since 1900.

---

## HENRY HOLT AND COMPANY

34 W. 33d Street  
NEW YORK

6 Park Street  
BOSTON

2451 Prairie Ave.  
CHICAGO